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ABSTRACT

The primary purpose of this study was to identify the level of need for child care services (CCS) among students at the California State University (CSU), and to determine whether CCS offered at the campuses were adequate. In addition, the study was designed to determine whether the need of student parents for CCS impeded equal access to education and whether this need should be an additional criterion for special services. A secondary purpose of the study was to determine the degree of need for CCS among employees of the system, and the extent to which any unmet need affected the University's ability to function as an organization. These issues were addressed in a multifaceted study which used a combination of methods to gather information from multiple sources. Chapters provide an introduction and overview of the study. Discussions cover the need for CCS at CSU, the relationship between child care and student access to higher education, child care supply and demand at CSU and among the general population, admission criteria and level of CCS among the three segments of postsecondary education in California, the adequacy of facilities for CCS at the CSU, and the feasibility of transferring administrative responsibility for CCS. Conclusions and recommendations are offered. Related materials and tables of data are provided in 34 appendices. (RH)

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THE CALIFORNIA STATE UNIVERSITY
STUDY OF THE NEED FOR CHILD CARE SERVICES

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THE EVALUATION AND TRAINING INSTITUTE

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THE CALIFORNIA STATE UNIVERSITY
STUDY OF THE NEED
FOR CHILD CARE SERVICES

STUDENT AND EMPLOYEE SURVEY ANALYSIS

Submitted
by

SUMMA ASSOCIATES, INC.
&
THE EVALUATION AND TRAINING INSTITUTE

Revised
November 1, 1988

THE CALIFORNIA STATE UNIVERSITY
STUDY OF THE NEED FOR CHILD CARE SERVICES

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THE CALIFORNIA STATE UNIVERSITY
CHILD CARE STUDY

EXECUTIVE SUMMARY

INTRODUCTION

Child care has become an issue of national proportions. For the first time in nearly two decades, national child care legislation has been proposed to begin to address this issue which is rapidly reaching crisis proportions. Combined with an inadequate supply of child care and the high cost of such care, when available, are problems with program quality stemming from reliance on untrained and low paid workers to provide care. The dimensions of the problem are at such a level that solutions can only come from a combination of approaches and resources, and effective solutions will require a substantial amount of resources. The remaining question is what will be the source (or sources) of the funds.

The primary purpose of this study was to identify the level of need for child care services among students at The California State University (CSU) and determine whether current child care services being offered at the campuses are adequate. In addition, the study was designed to determine whether student parents' need for child care services are factors which impede equal access to education, and which, therefore, should be an additional criterion for special services.

The California State University has expressed a commitment to provide equal access to higher education. The mission statement adopted by The California State University Trustees reflects this position,

> *To accomplish its mission over time and under changing conditions, the California State University...seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.*
>
> —The Mission of The California State University

If lack of adequate child care services were found to impede access to education, recommended approaches to meet the need of students for care of their children while they attend the CSU were to be identified.

In addition to student child care need, a secondary purpose of the study was to determine the degree of need for child care services, if any, among *employees* of the system, and the extent to which any unmet need is affecting the State University's ability to function as an organization.

These questions were addressed in a multifaceted study which used a combination of methods to gather information from multiple sources.

STUDENT CHILD CARE NEED

Number of Students Who Need Child Care

Survey findings indicate that 55,224 students enrolled at CSU (17%) have children under the age of sixteen years. The majority of their children (53%) are under the age of six.

Another 26,701 students who are not parents currently (8% of all students) plan to have or adopt a child while enrolled as a student at CSU, and of these, 3,976 students are currently expecting a child.

Of 55,224 total student parents with children under sixteen at CSU, 71% or 39,326 students currently use child care most of the time while they are at school. Thus 12% of the *total* student population use child care.

CSU students pay an average of $2,400 per year for the care of one child under six. (Many students use part-time care. The average cost of full time child care in California is $3,000-3,500.) Thirty-two percent of student parents indicated *they would not have to work* at a paying job if they did not have to pay for child care services.

Seventy-four percent of student parents reported experiencing severe difficulty with one or more areas of child care such as the cost, hours, or location of care. The child care problems most frequently cited by CSU student parents were finding alternate care when their present care is unavailable and finding care for mildly ill children. The third most commonly cited problem was the cost of care and fourth was finding care hours to match school schedules.

Forty-six percent of student parents (24,974 parents) have brought their children to school with them because of a lack of appropriate child care.

Relationship Between Child Care and Student Access to Higher Education

Of all student parents, **approximately 37% (6% of the total CSU student population) dropped out for one or more terms because of child care related problems.** This represents over 20,000 currently enrolled students. In addition, anywhere from 16% to 55% of student parents (2% to 9% of the total CSU student population) experience severe difficulty in some aspect of their education because of child care concerns. They had problems with the course load they could carry (46%), the time they could devote to study (55%), the achievement of their academic goals (31%), and their ability to schedule and complete classes (35%).

Seventy percent of all student parents missed class last year due to child care problems. On average, student parents are late to class or leave early about 5.2 times a month because of these problems. Student parents missed approximately 160,520 class periods (on average 4.3) systemwide last year due to an ill child. In addition, students missed 89,100 class periods (on average 3.4) during the same year due to a breakdown in child care arrangements.

Ethnic minorities experienced greater problems with child care than did White students, and female students had greater problems with access because of child care problems than did male students. We would conclude that child care concerns impact student parents' ability to pursue their education, and in some instances the impact is severe.

Interest in Child Care Assistance

The obvious preference for the majority of student parents with children under six years was for a child care center on campus. About 51% of parents with children under two years and 61% of parents with children age 2-5 cited this option for care as their first choice.

Student parents were also asked what type of child care arrangement would be their first choice for their school-age children. Half of the parents of school-age children under twelve years would prefer extended day care at their child's school. However, a quarter would prefer this care be located on the CSU campus.

Parents of a total of 10,558 infants, 14,948 preschoolers, and 7,052 school-age children (ages 6-11 years), were most interested in a center on campus. Thus, the total number of children of students who were most interested in on campus care was 32,558 systemwide.

The total number of full time spaces required by student parents on campus systemwide during the day would be 14,251 and during the evening 5,954. **This translates into a total of 20,205 full time child care spaces systemwide between the hours of 6:00 A.M. and 10:00 P.M.**

Student parents who had not enrolled their children in the currently existing campus centers were asked the reason and responses were as follows. Thirty-two percent reported that the hours were unsuitable, 17% reported that the fees were prohibitive, 8% were dissatisfied with the quality of the program, and 43% responded "other". Among those who responded "other", a frequently cited reason was that their child was not an eligible age. Either their child was too young or too old. Another frequently cited reason was that the center was full and had a waiting list.

EMPLOYEE CHILD CARE NEED

Number of Employees Who Need Child Care

Survey findings indicate that 10,588 of CSU employees (31%) have children under the age of sixteen. Forty-seven percent of these children are under the age of six.

An additional 3,191 employees who are not currently parents (9% of all employees) plan to have or adopt a child within the next five years, and of these, 475 are currently expecting a child.

Of 10,588 total employee parents with children under sixteen at CSU, 69% or 7,329 employees currently use child care most of the time while they are at work. Thus, 22% of the total employee population uses child care.

CSU employees who use child care pay an average of $3,400 per year for the care of one child under age six. This is the average cost of full time child care in California.

Fifty-seven percent reported experiencing severe difficulty with one or more areas of child care, such as the cost, hours, or location of care. The problems cited by the most CSU employee parents were finding alternate care when their present care was not available and finding care for an ill child. Cost of care was the third most prevalent problem for CSU employees and finding care to match work schedules was the fourth. Forty-four percent of CSU employees have brought children to work with them because of lack of appropriate child care.

A large proportion of CSU faculty are nearing retirement age. Over the next fifteen years a substantial number of new faculty will be hired and a larger proportion of them will presumably be women and minorities than are represented currently. Additionally, this change will reduce the average age of faculty. That being the case, the numbers indicated above underestimate the future need for child care services.

Effect of Child Care Problems on Work Operations

Negative effects of inadequate child care services were reported by CSU supervisors. Most frequently cited were effects on tardiness (cited by 83% of supervisors), absenteeism (78%), scheduling (66%), and on-the-job performance (62%).

In total, 6,782 employees (64% of all employee parents) missed work last year due to child care problems. This amounted to a total of 36,920 days lost. In all, **$4,475,000 was paid in salary and benefits to employees who were absent because of a child care problems.** Finally, 1,731 of CSU employee parents (16%) reported that they had considered quitting because of child care difficulties.

Two-thirds of CSU employees, almost 22,000 parents and *non-parents*, reported that there would be a moderate to great improvement in their own work environment if the child care needs of their co-workers were addressed.

Additionally, fifty-two percent of faculty and staff planning to have children who would not otherwise return to work after maternity leave or were uncertain reported they would return if infant care were available at or near the worksite.

CSU Employee Interest in Child Care Assistance

Information was collected from employees on their preference for child care arrangements. A high proportion of employee parents (46%) with children under six reported that a center on campus was their first choice.

Employee parents were also asked what kind of child care arrangement would be their first choice for their school-age children as well. Of the parents of school-age children under twelve years, a little over one-third would prefer extended day care at their child's school, while almost another third would prefer this care be located on the CSU campus.

Parents of a total of 1,474 infants, 1,925 preschoolers, and 1,909 school-age children (ages 6-11 years) were interested in a center on campus. Thus, the total number of children of employees who were most interested in on-campus care was 5,308 systemwide.

Of the 3,191 non-parent employees planning children in the next five years, 82% are interested in infant care on campus.

The total number of full time spaces required by parents who would use on campus care systemwide during the day would be 3,010 and during the evening 946. **This translates into a total of 3,956 full time child care spaces systemwide between the hours of 6:00 A.M. and 10:00 P.M.**

Parents were asked about their interest in a range of other child care services that could be offered by the university. Child care as an option in a flexible benefit package was the most popular choice (requested by 59% of employees). Next most frequently requested were care for mildly ill children (53%), referral services (48%) and flexible work schedules such as flex-time or shift sharing (46%).

CHILD CARE SUPPLY/DEMAND AT CSU AND AMONG THE GENERAL POPULATION

Community Child Care Supply/Demand

Two questions were to be answered regarding the community supply of child care. First, are there existing available child care spaces in communities surrounding CSU campuses which could be used by CSU students and employees. Second, if a deficit in space exists, what is the extent to which students and employees must compete with the community for existing space?

We have determined that there is no surplus of child care space in communities surrounding CSU campuses which could be used by CSU students and employees. Rather, there appears to be a substantial shortage of space in these counties, accommodating only about one child in four who needs care.

Further, the total supply of licensed child care is expected to remain basically unchanged over the next decade, despite the relative changes among components within the market.

In addition, the demand for care is growing. Among all CSU counties, demand will increase (for children under 12 years of age) by 33% over the next decade. Approximately 424,000 additional spaces will be required in 1998. **With no change in supply, there will be enough child care space for only one in five children by 1998.**

Demand for child care among the CSU student population can be expected to increase by 1.6% over the next eight-year period. Because of limited information on the CSU hiring patterns, a projection regarding changes in employee demand for child care could not be made.

As a result, it is our conclusion that there is no extra or available space in surrounding communities that could be easily accessed by CSU students and employees for their child care needs. In fact, California State University students and employees must compete within surrounding communities for existing space for which there is already greater demand than supply. The extent of the competition for child care space is substantial. Only one in five infants who need care can be placed in a licensed child care arrangement. While two out of three preschoolers needing care can be placed, only one out of ten school-age children who need care can find licensed child care.

CSU Supply/Demand

Survey findings indicate that CSU *students and employees collectively* have some 62,695 children under the age of 12 who need child care (52,709 student's children and 9,986 employee's children). There are currently only 1,193 licensed child care spaces available throughout the university system in centers located on campus.

If one compares this total number of children who need care with available space in the on-campus children's centers, the ratio of supply to need is 1:50. (The ratio differs dramatically by the age of the child — 1:100 for children under 2 years old, 1:25 for preschoolers between 2 and 5 years old, and <1:100 for school-age children 6-15 years old.)

This ratio does not take into account, however, whether parents would choose to use these campus centers rather than another form of care, such as a babysitter in their home. Nor does it consider the number of hours (whether part-time or full time) that care is needed.

Thus, to include these considerations, a second and more precise supply/demand comparison was made using only parents who would *prefer to use on campus care* and combining the amount of care needed into full time equivalent spaces. Using this method, there is a total demand for on-campus care of 17,261 full time spaces in the day time; 14,251 of these spaces (83%) are for students; 3,010 (17%) are for employees. Comparing this demand with the 1,193 spaces in the on-campus centers yields **a ratio of supply to demand for daytime on-campus care of 1:14.** As fewer parents need care during the evening, the ratio improves for evening hours, with a ratio of supply to demand of 1:6.

In comparing the supply/demand of care at CSU with that available to the general population, our findings are that, although demand for care in the general population far exceeds supply, at CSU the deficit of supply in relation to demand is much greater. Among counties that surround CSU campuses, there is space available for approximately **one in four** children who need it. CSU provides on campus child care for only **one in fourteen** children of CSU students and employees who need care.

CSU facility planning for the future has not materialized in a way that would ensure that even current unmet need would be addressed in the foreseeable future. In many cases, existing children's centers are not shown on campus master plans and intended replacement of temporary facilities has not been planned. The process for master planning and developing new facilities is formal and lengthy; thus, projects are currently being planned which will begin construction within the next five years. Availability of facility funding is an additional issue which drives, or impedes, the planning process. Given these circumstances, accommodating the currently identified need for child care on campus in the near future through the development of facilities would necessitate a comprehensive and systemwide involvement in the facility planning process, beginning as soon as possible.

Otherwise, in the absence of serious facility planning efforts, the current impact of child care problems on CSU students and staff will not be alleviated and the range of child care services which could address those problems will be limited by lack of facilities.

ADMISSION CRITERIA AND LEVEL OF CHILD CARE SERVICES ACROSS THE THREE PUBLIC SEGMENTS OF POSTSECONDARY EDUCATION IN CALIFORNIA

Overall, the UC system offers the most comprehensive child care services of the three public segments of the system. On average, the UC centers maintain a greater capacity, enroll more children, are open more days, provide more services, and maintain a smaller adult/child ratio than the CSU and the CCC centers. The UC centers also have a higher percentage of paid staff and are the least dependent upon volunteer caregivers relative to the CSU and CCC centers. However, the cost of using the UC facilities is higher than the cost at the CSU or the CCC centers.

The CSU maintains the lowest number of slots available for child care per thousand students enrolled. However, the CSU facilities serve a significantly higher proportion of student parents to employee or community parents than either UC or CCC centers.

Compared to the UC and the CCC facilities, the CSU centers have the greatest number of unpaid student/parent volunteers, the lowest annual budgets, and have the lowest level of expenditures per licensed enrollment slot. Although a smaller percentage of CSU centers provide child care services on a full time basis compared to the UC or the CCC centers, a greater proportion of CSU facilities provide child care services during the summer months compared to the CCC facilities.

FEASIBILITY OF TRANSFERRING ADMINISTRATIVE RESPONSIBILITY FOR CHILD CARE SERVICES TO THE CSU

According to the insurance specialist engaged for this project, **The California State University system currently faces significant liability exposure in relation to the child care centers even though they do not now administer or operate the child care centers.** This exposure arises from two major sources: 1) Many campus centers are operated in buildings owned by the CSU and there is a non-delegable duty for injury arising out of premises hazards on the land of the building owner; and 2) although the CSU does not directly administer the child care centers, the auxiliary organizations which do ultimately come under some level of control from the system. *In addition to identifying these exposures, project staff concluded that the CSU does not have adequate insurance protection to offset these exposures.*

No major barriers to the transfer of administrative responsibility for child care centers from auxiliary student organization to the CSU campuses were identified through either the analysis of liability and insurance issues or discussions with campus administrators and CSU representatives. Indeed, transfer would be favorable in some major respects. Transfer of administration would increase the likelihood that a master insurance policy covering all day care locations could be obtained, if this alternative should be found to be the most cost effective. In addition, support for the transfer is strong among both CSU administrators and ASU representatives.

RECOMMENDATIONS

Because of the dimensions of the need for child care and the residual effect on student access to education and employee productivity, it is recommended that CSU take action to address these needs to the degree that the required resources can be made available. The following is a series of recommendations which will begin to address this need on a more comprehensive level. The first group of recommendations relate to the planning process; the second group gives the primary and secondary elements of a child care plan which would address the specific types of problems found in this study.

Any real solution to the dilemma will require a substantial level of funding; the funding source would need to be identified.

Relative to other services for students, child care seems to affect a critical mass of students and affect ethnic minorities and women disproportionately. The investment required would be no greater than the per student cost of other services already provided to certain subgroups of students.

Recommendation #1	**Develop a policy regarding CSU's position on child care for students and employees of CSU, its effect on access to education and on work productivity, and priority of treatment.**
Recommendation #2	**Develop a five to ten year Child Care Plan.**
Recommendation #3	**Develop a permanent body (e.g., CSU Child Care Policy Committee) to oversee the Child Care Plan.**
Recommendation #4	**Initiate a systemwide facilities planning process for child care.**
Recommendation #5	**Establish uniform liability limits and standard criteria for insurance policies obtained by the CSU campus children's centers.**

RECOMMENDED PLAN ELEMENTS

It is recommended that the Child Care Plan could be comprised of the following plan elements, which are designed to address the specific needs of this population. Primary elements are essential and cannot be replaced by secondary elements. The plan in its entirety is needed to address the massive and complex child care needs of the CSU population.

Approaches to assist students and employees are for the most part the same. In the case of employees, some of the approaches would have to be negotiated.

Primary Elements

Plan Element A	Maintain the currently operating campus children's centers so that they remain healthy and their services do not deteriorate. 1. Support and enhance the existing campus children's centers. 2. Establish a stable funding base for operational support of the campus children's centers. 3. Standardize the campus centers' information/record keeping for comparison and analysis purposes.
Plan Element B	Give serious consideration to transferring administration of CSU campus children's centers from auxiliary organizations to the CSU.
Plan Element C	Coordinate and integrate the instructional aspects of the CSU campus children's centers and the child study centers. 1. Secure an appropriate level of instructional funding for the campus children's centers. 2. Recommend that the appropriate CSU academic body consider changing the admission criteria and hours of the *child study centers* to allow them to serve a child care function as well as an instructional function.
Plan Element D	Designate additional space to expand the campus children's centers for CSU students and employees.
Plan Element E	Identify funding sources for facility development.

Secondary Elements

Plan Element F	Provide a child care referral service for each campus.
Plan Element G	Provide financial assistance to student and employee parents. . Students: Expand financial aid in the form of grants for child care purposes. Employees: Provide a child care reimbursement as an option in a flexible benefit plan and institute a salary set aside plan.

Plan Element H	Establish flexible schedules. Students: Consider child care needs in planning course schedules. Employees: Establish flexible work scheduling policies and procedures.
Plan Element I	Establish programs for mildly ill children.
Plan Element J	Establish contracts with local child care programs to accept CSU students and employees on a priority basis.
Plan Element K	Work with local school districts and other agencies to increase the supply of school-age child care.

DEFINITIONS

Child Care - The term "child care" includes any care other than by the spouse of the parent who responded to the child care survey. Child care arrangements include, for example, child care centers, neighbors, adult babysitters, nursery schools, relatives, and friends. For older children, between the ages of 6 and 15 years old, it also includes youth programs and camps which are used for these purposes.

Child Care Capacity - Number of children who may be on the premises of the child care program at one time. Same as licensed capacity.

Child Care Quality - Child care services vary dramatically in the community and range from custodial care to developmentally-based early childhood education. Custodial programs do not include an educational component and inadequate staffing frequently makes them unsafe for children. Quality programs meet recognized standards of care. For example, state-funded child care programs must comply with the State's Program Quality Review criteria, while other quality programs might meet the accreditation standards of the National Association of the Education of Young Children.

Child Care Users - Parents using any form of child care described above are considered "child care users". These do not include parents whose spouse cares for their child, but may include the child caring for himself/herself or being cared for by another child under 18 years old.

Child Development Division (CDD) - The division within the State Department of Education responsible for state-funded child care programs. Fourteen of the 19 CSU campuses which have children's centers receive a portion of operating expenses under contract with CDD .

Children's Age - The breakdowns by age of child used in this study are as follows: under 2 years old (infant), 2-5 years old (preschool), 6-11 years old and 12-15 years old (school-age). These age groups coincide with child care program distinctions and with supervisory demands. The licensing requirements for child care programs are different for infants, preschoolers and school-age children. School-age children (from 6-15 years old) need supervision before and after school, during school holidays and vacations, and when they are ill.

Children's Centers - Also known as "campus children's centers", these centers exist primarily to provide child care for students while attending classes and are typically open all day. The actual names of these centers may vary campus-by-campus. They serve a different purpose and clientele than the campus child study centers, which are usually open part-time and are used only for child observation and study (see Child Study Centers).

Child Study Centers - Programs operated by academic departments on campus, including education, consumer studies and psychology, for the purpose of training teaching students and providing child observation opportunities. These are different from the campus children's centers; many do not have any students' children enrolled and are open very limited hours.

Employer-Supported Child Care Programs - Employer-supported child care is provided by companies, institutions, or agencies to their employees. Employers may provide on-site centers, financial assistance, and referral services, among many available options.

Formal Child Care Arrangement - Child care delivered by a person or persons other than a relative (see Child Care).

Full Time Spaces (FTS) - Converting the number of children who would use child care into full time spaces groups together drop-in and part-time users to yield an approximation of full time use. For example, 2 children that each use half-time child care would be considered to occupy one full time space. This procedure is conservative and tends to understate actual child care need, as both half-time users might need child care during identical morning hours and would occupy 2 child care spaces rather than 1. However, when specific hours of child care use are not available, conversion into full time spaces is the most effective method for determining need and comparing need to space availability.

Parent/Nonparent - "Parents" include faculty, staff, and students with children under 16 years old. "Nonparents" are all other faculty, staff, and students.

Publicly Funded Child Care Programs - State-funded programs in California are supported by $290 million in general funds. These funded spaces are generally not available to students or employees of CSU, as they are open only to qualifying low-income parents (those with family incomes at or below 84% of the poverty index) and limited funding means that only a portion of those eligible are actually served. Please see "Child Development Division".

School Related Problem - A series of questions regarding the impact of child care on the student's academic activities were asked in the student survey. These included, for example, interference with the pursuit of academic achievement, concentration, time missed from class, and the ability to stay in school versus dropping out. Positive responses to any of these items was considered as a "school-related" problem.

Title V - Title V regulates child care programs funded by the State Department of Education. This regulation applies only to programs funded by the State, including general child care and campus child care, and addresses administrative issues, such as program staffing, quality, and reimbursement. Title V regulations are currently being updated.

Title XX - Title XX regulations, part of the old Social Security Act, pertain only to federally funded child care programs. In California, these would include Head Start, Migrant Child Care, and Special Education programs.

Title XXII - Title XXII is the regulation with which all licensed child care, whether centers or family day care homes, must comply. It is possible for a program to have to comply with both Title V and Title XX regulations.

Work-Related Problem - A series of questions regarding the impact of child care on the work place were asked in the employee survey. These included, for example, interference with the pursuit of promotions, concentration, time missed from work, and job retention. Positive responses to any of these items was considered as a "work-related" problem.

CHAPTER I

INTRODUCTION/OVERVIEW OF STUDY

INTRODUCTION

The primary purpose of this study was to identify child care needs among students at The California State University and to determine whether current services are adequate to meet their needs. In addition the study was to determine whether student parents' need for child care services are factors which impede equal access to education, and identify alternatives to meet the need. The specific issues addressed in the study were those outlined by the Legislature in its *Supplemental Report* and by the Governor in his veto message to the 1987-88 Budget Act in which The California State University trustees were mandated to contract for a study of child care services provided and made available to student parents at each of the 19 CSU campuses. All of the following questions were to be addressed in this study:

> **What is the actual demand for child care and current level of services available on the CSU campuses?**
>
> **What is the relationship between the availability of these services and student access to higher education?**
>
> **How adequate are the current child care facilities at CSU campuses?**
>
> **What are the child care admission standards and the criteria that exist across post-secondary segments?**
>
> **What is the level of care provided by each segment and how does this compare to the level of care provided and made available to the population at large?**

These questions were addressed in a multifaceted study described below (see "Overview of the Study") which used a combination of methods to gather information from multiple sources. A secondary purpose of the study was to determine the degree of unmet child care need, if any, among CSU employees and possible effects on work operations. Results of the student and employee surveys are reported separately in Chapter II.

BACKGROUND

The California State University is not alone in its investigation of student and employee child care need. Many universities and colleges across the United States have found it in their self interest to provide child care assistance to students, faculty, and staff. Assistance can be provided in four major ways: through flexible personnel policies, informational programs, financial assistance, and direct services. Examples of solutions developed by other educational institutions are as follows.

> **Yale University** (New Haven, CT)has established six Yale-affiliated child care programs which admit, on a priority basis, children of members of the University community. The Office of University Child Care Coordinator serves as a campus-wide child care resource

center for parents. Yale University's personnel policies enable parents to take time off for the care of their newborn or newly-adopted child.

The Massachusetts Institute of Technology (Cambridge, MA) operates a children's center available to students, faculty, and staff as well as a child care office which provides referral for University affiliated parents to a local network of family day care homes.

Harvard University (Cambridge, MA) operates seven centers, a school vacation program, and a referral service. Parents can opt to use a flexible spending account (salary set aside program) to help pay for care.

Brandeis University's Lemberg Childrens' Center (Waltham, MA) offers a sliding scale according to income of students, faculty, and staff as well as a salary set aside program to help parents offset costs.

Rochester Community College (Rochester, MN) provides financial assistance via vouchers and flexible spending accounts (funded by a salary set aside program within a flexible benefit package).

The California Institute of Technology (Pasadena, CA) provided start-up funds for the Caltech and JPL Children's Centers and now provides space at reduced rent, and free or reduced cost maintenance and supplies.

The University of Hawaii (Honolulu, HI)is currently planning a family day care home network for infants to supplement its existing center for children of students and staff.

Iowa Western Community College (Council Bluffs, Iowa) has a children's center which refers students, faculty, and staff to two hospital child care centers that provide care for mildly ill children.

Dartmouth College (Hanover, NH) sponsors "Haydays," a summer day camp for school-age children.

The reasons why educational institutions provide child care assistance are complex. Child care problems affect student access to education and employee performance and productivity, which affect the overall quality of the institution. The institution that takes a leadership role in offering child care assistance gains several advantages. It removes a possible barrier for students which otherwise can affect their course of study, time and attention to study, attendance and ability to attend school at all. Child care programs are also powerful recruitment tools, have positive impact on institutional morale and affirmative action goals, attract favorable media and public attention, and present a desirable image to potential donors.

However, there are no magic solutions to the child care problem. Solutions require a financial commitment. This is because of the "trilemma" in the provision of child care services, the three pieces of which are *affordability* to parents, *quality* of care for children, and *wages* of child care professionals. To date, solving two pieces of the trilemma has been accomplished only by sacrificing the third. The trilemma is the reason that the child care market has not and likely will never operate effectively without an outside *subsidy*.

Affordability-Quality-Wages

Affordability. Child care-even poor child care-is expensive because it is a labor intensive business with few economies of scale and considerable space requirements.

Quality. The quality of child care is determined by the number of staff and their qualifications. Reducing the number of trained staff has an adverse effect on children.

Wages. Even though child care costs are high, child care employees are among the lowest paid workers in the country; the majority earn poverty level wages and receive no benefits. As a result, turnover is high, comparable to that found among dishwashers and gas station attendants. High caregiver turnover negatively affects children's development, particularly among infants.

Each possible solution from within the market aggravates another aspect of the situation. Improving any two pieces of the trilemma tends to worsen the third. For example, having a sufficient number of caregivers to provide a safe environment for children, while keeping program costs affordable to parents, would require paying very low wages to program personnel. Thus, it would be impossible to attract or keep qualified caregivers. Conversely, to adequately pay and retain qualified child care workers would make the program unaffordable to most parents. And finally, keeping the program affordable for parents and paying adequate staff wages would require hiring so few employees as to make the program unsafe for children.

The result of this trilemma is that there is not an adequate supply of child care to meet the demand. Little market incentive exists to develop new programs and services which consumers cannot afford to purchase.

For all of these reasons educational institutions, corporations, local governments, and other organizations have realized that the problem of obtaining quality, affordable child care is too complex for any individual or family to solve alone.

National attention is being focused on solutions to a problem which is reaching crisis proportions, and for the first time in two decades major federal legislation is being proposed. In fact, both conservative and liberal legislators have proposed such legislation. Media coverage of the issue has placed child care on the front page of *Time* magazine and the *Wall Street Journal*. Experts report that child care is at a watershed, *the* educational issue for this century, as public education was for the last.

OVERVIEW OF THE STUDY

Because of the comprehensive nature of the study, a combination of methods was used to gather information from multiple sources. Each chapter of the report begins with a description of the methodology used. The following is a brief outline of each chapter's contents.

The demand for child care among students and employees was measured in a survey of each population. A sample of students and of employees was drawn from each CSU campus and included parents and non-parents, all ethnic groups, age groups, men and women, and students or employees with varying work or school schedules. The survey obtained information on the numbers of students who have children, problems with current child care arrangements and the effects on students' school performance. Similar information was collected from employees.

To determine the relationship between the availability of child care services and students access to higher education, three surveys were used—a survey of nonenrolled students, a survey of dropouts, and questions were included in the survey of current students mentioned above.

The adequacy of current child care facilities at the CSU campuses was determined through a compilation of the information selected from the above survey of the campuses, in addition to information gathered directly from the physical planning and development departments, children's centers, and child study centers at each campus. Documents reviewed included Master Plans, campus maps, site plans, floor plans, and blueprints.

The level of services available on the CSU campuses was ascertained through two means—a survey of the programs and a series of follow-up telephone calls. Center directors participated in the survey. Additionally, site visits were made to 12 of the 19 campuses. Information regarding budgets, staffing, licensed capacity, enrollment, and hours of operation was reviewed.

The same survey was used to ascertain the level of services currently provided by each of the other segments, the community colleges and the universities.

In order to compare the level of care available to the public at large, an indepth statewide analysis of child care supply and demand was undertaken. Demand among the general population was projected through the next decade and compared with current supply. Using data obtained from the student and employee surveys, the level of care provided at CSU was compared to the level of care provided and made available to the population generally.

Whether administrative responsibility for child care services should be transferred from auxiliary organizations to the CSU campuses was determined through interviews with on-campus personnel and items added onto the survey of the existing campus child care programs regarding insurance coverage and administrative issues. The legal and administrative implications were also analyzed by an insurance specialist.

CHAPTER II

THE NEED FOR CHILD CARE SERVICES AT CSU

METHODOLOGY

Introduction

A self-report, written survey was conducted to evaluate the current and prospective need for child care among students and employees at the nineteen California State University campuses and the Chancellor's Office. This method was selected because parents are the most direct source of information about the child care difficulties they experience. Based upon a core survey previously field tested and used by Summa Associates in both university and private sector settings, the student and employee surveys were tailored to meet the specific data needs outlined in "The California State University Request for Proposal (RFP): Child Care Study ".

The survey instruments, included as appendix items A and B, were designed to gather demographic information to include income level, student-parent status, the total number and age distribution of children, marital status, sex, ethnicity, and age of the respondents. Questions were also included to accumulate data about the specific child care needs of students and employees, current child care arrangements and how well the students' and employees' needs are being met. Finally, data were gathered to assess the impact of child care needs on access to and success in higher education.

The employee and student surveys were designed for both parents and non-parents to answer demographic questions in the first section of the survey instrument. Only parents of children 15 years of age or younger completed the second portion of the survey. The information requested in this section was clustered by the ages of the student's or employee's children. These categories were: 1) children under 2 years old 2) children 2 years old through 5 years old 3) children 6 years old through 11 years old and 4) children 12 years old through 15 years old. These age groupings were determined based on the varying child care needs of children in these age groups.

Survey Development

Field Testing of Survey

The student and employee surveys were field tested at two of the nineteen campuses of The California State University system. Dominguez Hills and Long Beach campuses were selected to field test the instruments based on their representative demographic composition. The field test took place at both campuses on December 18, 1987. A total of 53 students and 30 employees and faculty were given the draft survey instrument to complete . They were asked to note any misleading or unclear questions, concerns with the instructions, or other areas where the draft survey instrument should be refined .

The student and employee field test participants were representative of the total population of The California State University system. Involved in the test were men and women, parents and non-parents, users of campus child care services and those who were not, with distribution by

27

age, sex, ethnicity, and income. Upper division, lower division, and graduate level students were included as well as part-time and full time faculty and staff.

The field test procedure resulted in certain changes to the employee and student draft surveys which were incorporated into the draft survey document. Once revised, the draft survey was reviewed by the CSU Child Care Study Committee. With the incorporation of their revisions, the final survey instrument was ready for administration.

Pre-Survey Education

In order to maximize the response rate and ensure the greatest accuracy of responses, a pre-survey education process was undertaken prior to the distribution of the instrument. Since the students of The California State University system have been instrumental in the development of child care programming campus-wide, they managed the student pre-survey education process at the nineteen campuses. Pre-survey education materials were collaboratively developed by Summa Associates and the California State Student Association in order to ensure the material's appeal to the student population. The pre-survey education included the distribution of fliers which describe the child care survey process and its importance to students who are parents and non-parents. It also emphasized the confidentiality of the survey process and the need for students who receive the survey to complete and return it. Articles and news releases were also sent to campus newspapers describing the Child Care Assessment process in the CSU system, how it was initiated and its importance to the child care and academic needs of California State University students. The pre-survey education process was timed to precede survey mailing, coinciding with the return of students to campus after their term break in January, 1988.

Employee pre-survey education was coordinated through the Office of the Chancellor of The California State University system. The pre-survey education process for faculty and employees included the distribution of a memorandum to managers and supervisory personnel describing the study of child care services at CSU, the survey objectives, the need for employees to respond to the survey, and a contact name and number for questions and clarification. The second element of employee pre-survey education was the distribution of memoranda to all CSU employees and faculty describing the survey process, the need for parent and non-parent response, and a brief discussion of the analysis of needs to be completed after the surveys are returned, the development of recommendations for action, and the final report . Employee pre-survey education was also timed to directly precede the mailing of surveys in early January, 1988.

Drawing for Cash Prize

A drawing for prizes of $100.00 for 1 student per campus and $500.00 for a faculty member or employee completing the survey was a means used to improve the survey response rate. Each survey mailed contained a pre-numbered ticket with a perforated ticket stub that could be removed and retained by the survey respondent. Each ticket number was used as a coding number for a master list that allowed for a computerized verification of non-respondents to the survey. In May, 1988 20 drawings took place to select 1 student ticket from each campus and 1 faculty/employee ticket. Student winners were notified through the Dean/Vice President of Student Affairs Offices at each campus. The employee winner was notified through the Vice President of Administration's Office on the Hayward campus. Lottery winner's checks were forwarded by Summa to the above offices where they were distributed by university personnel to the winners.

Sample Design

In order to draw conclusions about the child care needs of different demographic subgroups within both the student and employee populations, it was necessary to ensure adequate representation of these groups in the sample. For this reason, a stratified random sample was drawn from both populations at each campus and at the Chancellor's Office. Equal numbers of five different ethnic groups, four different age groups, graduate and undergraduate, and full time and part-time students were drawn from each campus. Similarly five ethnic groups of employees were drawn, four age groups, equal numbers of male and female employees, and full time and part-time employees were drawn at each campus for the employee sample. Approximately 160 employees and a little under 1,000 students were sampled at each campus. The sample was designed by the Evaluation and Training Institute. Computer programming for the sample was carried out by the Analytic Studies Division of the Chancellor's Office (student sample) and by the Personnel Information Management Unit of the CSU office in Sacramento (employee sample). For a complete explanation of sample design, please see Appendix C.

Survey Mailing

Mailing labels for the employee surveys were provided by the CSU office of Personnel Information Management Systems in Sacramento. All employee surveys were mailed by January 28, 1988 to employees' home addresses. The student labels were provided by the campuses' Offices of Institutional Research or their equivalents. The mailing process was completed and 15 campuses' student surveys were mailed by February 4, 1988 and 4 campuses' were mailed by February 11, 1988. The surveys were mailed to the students' local addresses . The mailing was timed to coincide with the students' return to campus for the new term or semester. The majority of employee surveys were returned to the offices of Summa Associates, Inc. by mid-February. Most student surveys were returned by the end of February . However, the actual cutoff date for both student and employee surveys was extended as long as possible to March 11, 1988, when final data entry was completed.

Response Rate

In all, 15,931 student surveys were mailed out to all 19 campuses and 5,338 were returned by March 11 for a student survey response rate of 33.4%. Out of 3,205 employee surveys mailed, 1,386 were returned or 43.2% by the cutoff date. These return rates provided a large enough sample that, at a 95% confidence level, the sampling error for systemwide analysis will be less than plus or minus 5% for both student and employee data. Analysis at the individual campus level will result in a plus or minus 6% sampling error for the student data at the 95% confidence level. For employee data, the sampling error will be in a range of plus or minus 10% - 13%, depending upon response rates at different campuses (See Tables II.1 and II.2).

TABLE II.1

RESPONSE RATES BY CAMPUS
Student Survey

	Surveys Distributed	Surveys Returned	Response Rate %	Sampling Error at 95% Confidence Level
Bakersfield	819	274	33.5	± 6%
Chico	910	344	37.8	± 5%
Dominguez Hills	831	260	31.3	± 6%
Fresno	854	290	34.0	± 6%
Fullerton	874	276	31.6	± 6%
Hayward	797	260	32.6	± 6%
Humboldt	791	317	40.1	± 6%
Long Beach	836	238	28.5	± 6-7%
Los Angeles	797	243	30.5	± 6%
Northridge	830	268	32.3	± 6%
Pomona	888	256	28.8	± 6%
Sacramento	839	261	31.1	± 6%
San Bernardino	810	232	28.6	± 6-7%
San Diego	861	299	34.7	± 6%
San Francisco	799	274	34.3	± 6%
San Jose	811	230	28.4	± 6%
San Luis Obispo *	999	* 397	39.7	± 5%
Sonoma	798	262	32.8	± 6%
Stanislaus	787	293	37.2	± 6%
Total	15,931	5,274	33.1	< ± 5%
Missing Campus Code	—	64	—	—
Total	15,931	5,338	33.4%	< ± 5%

* What may appear to be over sampling at the San Luis Obispo campus is explained by a bias towards younger age groups in the campus population. In order to fill all the age categories required for the sample, a greater number of students overall was drawn. The number sampled was not proportional to the student population. For an in depth explanation of sample design, see Appendix C.

TABLE II.2

RESPONSE RATES BY CAMPUS
Employee Survey

	Surveys Distributed	Surveys Returned	Response Rate %	Sampling Error at 95% Confidence Level
Bakersfield	160	81	50.6	± 11%
Chico	160	77	48.1	± 11%
Dominguez Hills	160	63	39.4	± 12%
Fresno	160	76	47.5	± 11%
Fullerton	160	57	35.6	± 13%
Hayward	160	72	45.0	± 12%
Humboldt	160	92	57.5	± 10%
Long Beach	160	66	41.3	± 12%
Los Angeles	160	62	38.8	± 12%
Northridge	160	68	42.5	± 12%
Pomona	160	66	41.3	± 12%
Sacramento	160	59	36.9	± 13%
San Bernardino	160	59	36.9	± 13%
San Diego	160	55	34.4	± 13%
San Francisco	160	63	39.4	± 12%
San Jose	160	56	35.0	± 13%
San Luis Obispo	160	70	43.8	± 12%
Sonoma	160	59	36.9	± 13%
Stanislaus	160	86	53.8	± 11%
Chancellor's Office	160	90	56.3	+ 10%
Total	3,205	1,377	43.0	< ± 5%
Missing Campus Code	—	9	—	—
Total	3,205	1,386	43.2	< ± 5%

Data Analysis

The employee and student data bases were analyzed separately, using the BMDP Statistical Software Package. The preliminary steps toward analysis included a data screen for out-of-range scores and the transformation of all variables that did not conform. Once the variables were coded and clarified, the descriptive statistics were processed. For both the student and employee data, means, medians, frequencies, and standard deviations were produced.

A series of sub-groups was created to obtain totals of responses for respondents within the sub-groups. Examples include: 1) parents with children in certain age groups, 2) parents who use a particular type of child care arrangement, and 3) parents who report difficulty with one or more aspect of child care.

Cross tabulations were produced for responses to questions involving problems with child care by all demographic variables, including ethnicity, sex, age, full time/part-time status, graduate/undergraduate status, and income for students. The same was done for employees.

Analysis of results was done by campus where appropriate to facilitate CSU's future planning efforts. The total number of children by campus, who needed on-campus child care, was obtained for each age group of child for both daytime and evening care. In addition, the average cost of care to CSU parents was analyzed by type of child care for each age grouping at each campus. For students, cross tabulations were produced on problems with care by campus, student income by campus, and problems with access to school by campus. Several other variables that would indicate student problems with child care were analyzed by campus and by ethnicity. The by-campus analysis was done for both CSU student parents and employee parents and included the Chancellor's Office.

Ratio Used for Re-Weighting Data

Weighting of the data to project to the total population was accomplished using the ratio of the total population in a composite category (i.e., a category defined by the five stratification variables: by graduate/undergraduate status, by full time/ part-time status, by age group, by ethnicity, and by campus for students) to the sample obtained from the same composite category. This was accomplished using cross tabulations of actual student and employee populations broken down by the stratification variables, which were provided by the Analytic Studies Division at the Chancellor's Office and the PIMS Unit in Sacramento. Identical tables were generated from the student and employee survey data bases. Weights were produced for each of 120 possible employee combinations and 80 student combinations (at each campus) and were applied to respondents who filled these categories. Once weighted, student and employee responses were used as estimates of responses that could be expected from the total population.

STUDENT CHILD CARE SURVEY FINDINGS

Introduction

In total, 342,441 students (excluding Calexico) were enrolled at The California State University in January, 1988 at the time this survey was taken. A sample of about 5% of the student population was drawn with several minority groups oversampled. The data obtained were weighted so that responses would more accurately reflect the student population. Not all respondents answered demographic questions. Because the weighting was based on demographic information, responses can only be reported for about 97% of the student population or 332,755 students. All statistics reported here represent the weighted responses of students.

Number of Students Who Need Child Care

Parents

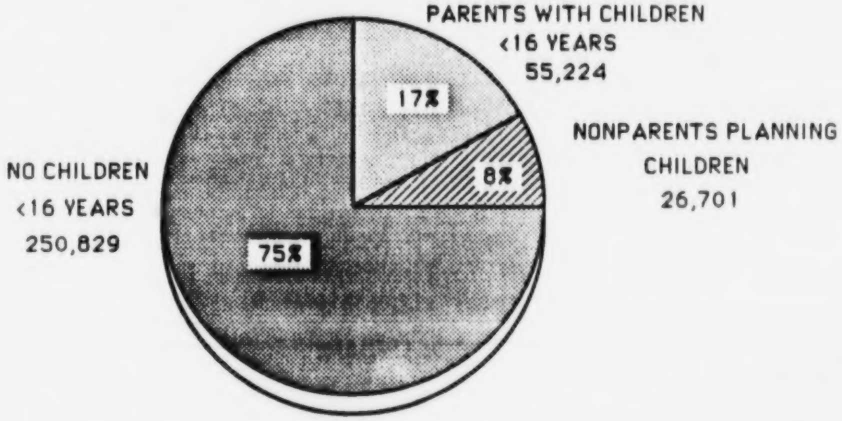
Survey findings indicate that 55,224 students enrolled at CSU (17%) have children under the age of sixteen years.

This translates into a total of 87,842 children under 16 whose parents attend CSU as students. The majority of these children(53%) are under the age of 6. Another 34% are between the ages of 6 -11. Children age 12 - 15 account for 13% of CSU students' children.

Another 26,701 students who are not parents currently (8% of all students) plan to have or adopt a child while enrolled as a student at CSU, and of these 3,976 students are currently expecting a child.

GRAPH II.1

STUDENT SURVEY RESPONDENTS



Note: See also Appendix MM, page 1.

Sixty-two percent of student parents work at paying jobs over 20 hours per week in addition to attending CSU. A full 20,283 parents (37%) work over 40 hours a week and it is common for these parents to attend CSU on a part-time basis. Most student parents are over the age of 25 and the vast majority 43,266 (80%) are either from dual income households (both parents employed) or are single parents. Approximately 21% of student parents have annual household incomes of under $15,000 a year.

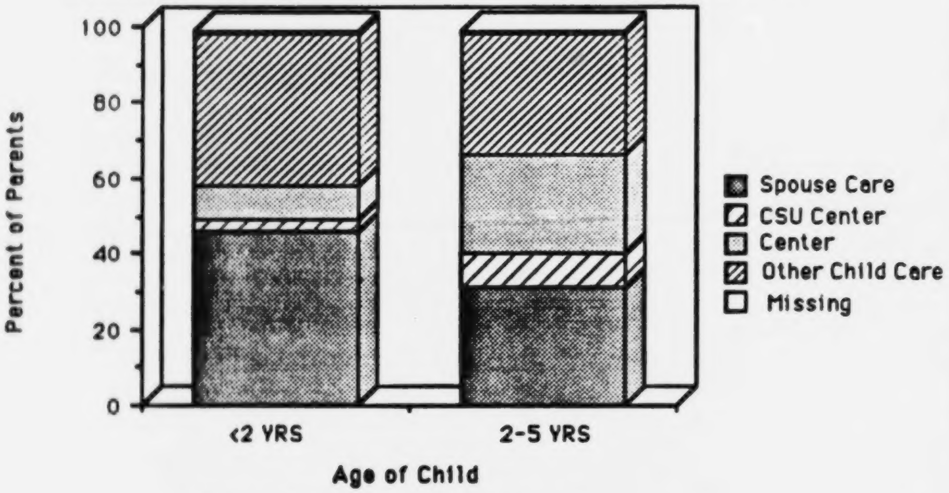
Child Care Use

Of 55,224 total student parents with children under 16 at CSU, 71% or 39,326 students currently use child care most of the time while they are at school. Thus 12% of the total student population use child care. That is, someone other than a spouse or the student him/herself cares for the child while the student attends school.

Students were asked what type of arrangement they use most of the time. The following two charts show the breakdown of child care usage by the age of the parent's child.

GRAPH II.2

STUDENT CHILD CARE USE - CHILDREN AGE 0-5

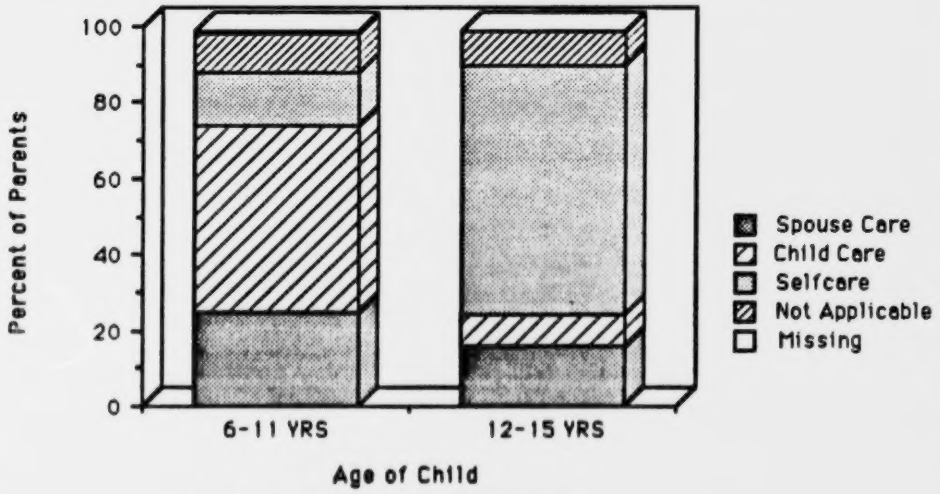


Spouse Care = care by other parent
CSU Center = CSU Children's Center on campus
Center = child care center or nursery not on campus
Other Child Care = (neighbor, adult babysitter, relative, friend, someone under 18 years old)
Missing = student did not respond to the question

Note: See also Appendix MM, pages 4 and 6.

GRAPH II.3

STUDENT CHILD CARE USE - CHILDREN AGE 6-15



Spouse Care = care by other parent
Child Care = (e.g. center, neighbor, adult babysitter, community program, relative, friend)
Selfcare = care by child himself or someone under 18 years old
Not Applicable
Missing = student did not respond to the question

Note: See also Appendix MM, pages 8 and 11.

Many families in the general population use more than one child care arrangement during the course of a week. The above graph indicates the arrangement used by parent respondents most of the time. Therefore, there may be more students who use child care *part* of the time, such as some of those who indicate that their spouse cares for the child the *majority* of the time.

Only about 7% of CSU students with children under 6 years use a CSU campus child care center for their children. Few use a child care center or nursery school off campus for children under two. The majority use some type of informal care such as an adult babysitter, neighbor, relative, or friend. Parents of children under 2 years old generally could not use a center even if they preferred to as they rarely accept children of this age. Parents of children age 2-5 generally use a center or nursery school off campus (26%) or some other type of informal child care arrangement (32%).

The use of self care (the child cares for himself) increases with the age of the child. In fact, 17% of parents with children under 16 use someone under 18 to care for the child or the child looks after him/herself.

Child Care Costs

The cost of child care can be a prohibitive factor for many families. For this reason, we have examined problems with cost of child care in comparison to income for CSU students. Approximately 58% of CSU student parents have annual household incomes of less than $35,000. This group is more likely to have difficulty, given that average child care costs for one child are $3,000 - 3,500 a year. Most families cannot afford to spend more than 10% of their income on child care costs annually. For CSU students who use care other than by a spouse the average cost of care for one child under six is $2,400 per year. There was no difference in average cost of care for infants and preschoolers.

Forty-two percent of CSU students have annual household incomes of over $35,000. When asked how much difficulty the cost of child care presented only 9% of this group indicated cost caused "great difficulty." However, 34% of students who have incomes under $15,000 and 28% of students with incomes between $15,000 - $19,999 indicated cost created "great" difficulty for them as well as 32% of those with incomes in the $20-$24,999 range. Among parents with incomes over $25,000, 52% rated difficulty with cost as a 1 or 2 (with 1 being "no difficulty"). However, of those with incomes under $25,000, 46.5% rated difficulty with cost as a 4 or 5 (with 5 being "great difficulty").

TABLE II.3

STUDENT PARENT DIFFICULTY WITH COST OF CARE
BY ANNUAL HOUSEHOLD INCOME
Proportion Within Each Income Category
Citing Difficulty

Parent Income	Level of Difficulty					
	None 1	2	Moderate 3	4	Great 5	Total
Under $15,000	27.1	10.7	16.3	12.1	33.8	100.0
$15,000 - 19,999	12.6	9.4	35.5	14.4	28.1	100.0
$20,000 - 24,999	13.4	11.2	25.3	18.2	31.9	100.0
$25,000 - 34,999	35.5	9.1	23.0	11.2	21.2	100.0
$35,000 and over	36.0	19.2	22.0	14.0	8.8	100.0
TOTAL	30.0	13.9	22.2	13.5	20.4	100.0

Note: Also see Appendix OO, Table 10.

Students were asked what proportion of their gross income from their job goes to paying for child care costs. Twenty percent responded that 25% or more of this income is used to cover child care costs alone. Another 32% of students indicated *they would not have to work* at a paying job if they did not have to pay for child care services.

Child Care Difficulty Experienced

A very high proportion of parents report having problems with finding, arranging and paying for child care services. When asked to rate (on a five point scale) the degree of difficulty, if any, they experienced in these areas, 74% reported experiencing a severe degree of difficulty (rating of 4 or 5) with one or more areas.

The following Table II.4 indicates the number and proportion of all parents reporting severe child care difficulty (a rating of 4 or 5 with 5 being "great" difficulty) on the items listed.

TABLE II.4

STUDENT PARENT CHILD CARE DIFFICULTY
Parents Citing Severe Difficulty
Rating of 4 or 5

Type of Difficulty	Number	Percent
Location of child care	7,164	13%
Care when child is ill	26,461	48%
Cost of child care	18,266	33%
Child care hours to match your schedule	14,860	27%
Quality of care given	6,713	12%
Safety or cleanliness of child care environment	4,223	8%
Getting into desired child care program	12,611	23%
Alternate child care when present care is not available	29,738	54%
Other	4,031	7%

Note: See also Appendix MM, pages 14-17.

The problems most frequently cited by CSU student parents were finding alternate care when their present care is unavailable and finding care for mildly ill children. The third most commonly cited problem was the cost of care and fourth was finding care hours to match school schedules.

Other student child care problems are evidenced by the fact that 23% of student parents (12,780) have left their children home alone in order to be at school and 46% (24,974 student parents) have brought their children to school because of a lack of appropriate child care.

Effect on Attendance

While the above questions investigate student perception of child care problems, data were also collected on student behavior at school as a result of child care problems. This information allows for a quantification of time that students have missed from school due to problems with child care.

Student parents were asked how many times they had missed class during the past year due to the illness of their child(ren) or to a breakdown in child care arrangements. Students were also asked how many times they had arrived late or left early in the last month for these reasons. Finally, students were asked if they had ever dropped out for one or more semesters because of child care problems.

Survey results indicate that student parents missed approximately 160,520 class periods (on average 4.3) systemwide last year due to an ill child. In addition, students missed 89,100 class periods (on average 3.4) during the same year due to a breakdown in child care arrangements. In total, 38,585 students (70 % of all students parents) missed class last year due to child care problems. On average, student parents are late to class or leave early about 5.2 times a month because of these problems.

Finally, 37% of student parents at CSU have dropped out for one or more semesters due to child care problems alone. This represents over 20,000 currently enrolled students. We do not know how many have dropped out and never returned.

Student Parent Interest in Child Care Assistance

Information was collected from students on their preference (1st and 2nd choice) for child care arrangements. Parents with children under six were asked whether a) they would choose a child care center or a family day home for their young children, b) whether or not they would prefer a location close to their home or close to campus, or c) whether they would simply prefer care in their own home. The following table indicates responses by the age of the students' children.

TABLE II.5

NUMBER AND PROPORTION OF STUDENT PARENTS INTERESTED IN ASSISTANCE
First Choice Among Parents of Infants and Preschoolers

Type of Care	CSU Student Parents			
Child's Age	0-2 yrs		2-5 yrs	
	#	%	#	%
Child care center on campus	9,918	51%	13,463	61%
Child care center near your home	1,483	8%	3,182	15%
Someone's home near CSU	475	2%	22	<1%
Someone's home near your home	1,980	10%	874	4%
In your home	4,811	25%	3,472	16%
None of the above	472	2%	869	4%
Missing	122	1%	97	<1%
TOTAL	19,263	100.0	21,981	100.0

* Columns do not total due to computerized spreadsheet rounding

Note: See also Appendix MM, pages 5 and 7.

The obvious preference for the majority of parents was for a child care center on campus. About 51% of parents with children under two and 61% of parents with children age 2-5 cited this option as their first choice.

Parents were also asked what kind of child care arrangement would be their first choice for school-age children. Half of the parents of school-age children under 12 year would prefer extended day care at their child's school. However, a quarter would prefer this care be located on the CSU campus.

TABLE II.6

NUMBER AND PROPORTION OF STUDENT PARENTS INTERESTED IN ASSISTANCE

First Choice Among Parents of School-Age Children

Type of Care	CSU Student Parents			
Child's Age	6-11 yrs		12-15 yrs	
	#	%	#	%
Extended day and vacation program at your child's school	11,181	47%	1,919	19%
Extended day and vacation program on campus	5,420	23%	1,752	17%
Transportation for your child between their school and child care program	2,636	11%	453	5%
None of the above	4,363	18%	5,662	56%
Missing	199	1%	283	3%
TOTAL	23,801	100.0	10,071	100.0

* Columns do not total due to computerized spreadsheet rounding

Note: See also Appendix MM, pages 10 and 13.

Hours of Care Needed

As outlined in the RFP, data on "the hours and days of child care need (length of time and length of day)" were collected. Students were asked how many hours a week, Monday-Friday, they would use care for their children during day time hours (6:00 a.m. to 6:00 p.m.) and during evening hours (6:00 p.m. to 10:00 p.m.). The following table provides figures on the total hours all students combined would need for day time and evening hours and for both. In order to estimate full time equivalents for total hours, we divided day time hours by 50 (5 days a week, 10 hours a day) and evening hours by 20 (5 nights a week, 4 hours a night).

The use of full time equivalents (FTE) provides an approximation of full time use including families who may use care on a part-time or drop-in basis. For example, two children that each use half-time child care would be considered one FTE. This procedure is conservative and tends to understate actual child care need, as both half-time users might need child care during identical morning hours and would occupy two child care spaces rather than one. However, when specific hours of child care use are not available, FTE conversion is the most effective method for determining need and comparing need to space availability.

TABLE II.7

TOTAL HOURS OF CHILD CARE SERVICE STUDENT PARENTS WOULD USE
Daytime or Evening Care by Age of Child

Age of Child	Daytime 6:00 A.M.-6:00 P.M. #	 %	Evening 6:00 P.M.-10:00 P.M. #	 %	Total #	 %
0-2	363,216	(88.8)	45,621	(11.2)	408,837	(100.0)
2-5	443,973	(86.1)	71,921	(13.9)	515,894	(100.0)
6-11	253,052	(74.4)	87,022	(25.6)	340,074	(100.0)
12-15	50,703	(66.5)	25,539	(33.5)	76,242	(100.0)
TOTAL	1,110,944	(82.8)	230,103	(17.2)	1,341,047	(100.0)
Full Time Equivalents	22,219 FTE's (Total hours / 50 hrs)		11,505 FTE's (Total hours / 20 hrs)		33,724 FTE's (Daytime FTE's + Evening FTE's)	

Note: See Appendix MM, pages 5,7, 9, and 12 for average hours per week, per parent.

In order to estimate full time equivalents for total hours, day time hours were divided by 50 (5 days a week, 10 hours a day) and evening hours by 20 (5 nights a week, 4 hours a night). The total hours parents would use systemwide during the day would be 1,110,944 and during the evening 230,103. Seventeen percent of the total time required would be during evening hours. This translates into a total full time equivalent number of child care spaces of 33,724 needed systemwide between the hours of 6:00 A.M. and 10:00 P.M.

CSU Center Users

Survey results showed that a very high proportion (33%) of student parents systemwide are unaware of the CSU centers located on campus.

Of those who are aware of CSU Centers, 61% have contacted the center to find out about child care services. Of these, only 16% have actually enrolled their children. Student parents who did not enroll their children were asked the reason and responses were as follows:

TABLE II.8

STUDENT PARENTS WHO CHOSE NOT TO ENROLL THEIR CHILDREN IN CSU CENTERS

Chose not to enroll because:	Number	Percent
Fees were prohibitive	1,938	17%
Hours were unsuitable	3,597	32%
Dissatisfied with quality of program	912	8%
Other	4,830	43%
TOTAL	11,279	100%

* Columns do not total due to computerized spreadsheet rounding

Note: See also Appendix MM, pages 21 and 22.

Survey results indicate that a high proportion of students are unaware of campus centers. Those who had contacted a center were more likely to *not* enroll their children. Many students (32%) responded that the hours available were unsuitable for their needs.

Because 43% of parents cited "other" as a reason for not enrolling, we examined unweighted responses and found that of those who responded "other", many wrote in an explanation. A frequently stated reason was that their child was not of the age that was eligible. (Either their child was too young or too old.) Another frequently cited reason was that the center was full and had a waiting list. A number cited a combination of all these reasons.

Student Demographics

A key issue to be addressed in this study was the relationship between various demographic characteristics and students' problems with child care. The demographic characteristics examined were sex, ethnicity, income, age, graduate or undergraduate status, full time or part-time status, family type, and the number of hours a student works at a job in addition to attending school. Cross tabulations were generated for each of these variables by student responses to questions regarding problems with child care. Reported here are problems by gender, ethnicity, and income. For a complete listing of all demographic variables please see Appendix OO, "Student Cross Tabulations of Demographic Characteristics (For Enrolled Students)." All of the following percentages represent responses of 3, 4, or 5 on a 5 point scale with 1 being "no difficulty" and 5 being "great difficulty."

Gender

While many more parents who attend CSU as students are women (67.3% of CSU parents are women and 32.7% are men), women do not appear to have had a greater degree of difficulty with their child care arrangements while enrolled as students than men. More women are affected but women do not appear to have a greater degree of difficulty with the following problems.

Proportionally more men than women had problems with the location of child care (43.5% of men and 39.3% of women), with the cost of child care (60.0% of men and 54.2% of women), with the safety and cleanliness of the child care environment (22.5% of men and 18.5% of women), with getting into a desired program (45.7% of men and 40.0% of women). Women had greater problems than men with finding care for an ill child (73.3% of women and 61.9% of men), with finding child care hours to match their schedule (58.6% of women and 45.3% of men), and with finding alternate care (78.6% of women and 71.8% of men). Both men and women reported about the same level of problem with the quality of care given (30.8% of men and 30.1% of women).

TABLE II.9

STUDENT PARENT DIFFICULTY WITH CHILD CARE
Proportion of Men and Women
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Male	Female
Location of child care	43.5%	39.3%
Care when child is ill	61.9%	73.3%
Cost of child care	60.0%	54.2%
Child care hours to match your schedule	45.3%	58.6%
Quality of care given	30.8%	30.1%
Safety or cleanliness of child care environment	22.5%	18.5%
Getting into desired child care program	45.7%	40.0%
Alternate child care when present care is not available	71.8%	78.6%
Other	32.6%	74.1%

Note: See also Appendix OO, pages 9 and 10.

TABLE II.10

STUDENT PARENT DIFFICULTY WITH CHILD CARE
Proportion of Students within Each Ethnic Group
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Asian	**Black**	**Hispanic**	**White**	**Other**
Location of child care	42.2%	40.9%	40.8%	37.9%	59.1%
Care when child is ill	74.1%	71.8%	65.2%	69.1%	73.0%
Cost of child care	56.5%	60.5%	68.0%	54.6%	50.7%
Child care hours to match your schedule	59.8%	56.9%	45.1%	54.9%	51.4%
Quality of care given	44.0%	32.1%	33.1%	28.0%	35.7%
Safety or cleanliness of child care environment	32.4%	21.8%	21.3%	17.4%	27.3%
Getting into desired child care program	67.1%	50.9%	55.5%	36.2%	52.1%
Alternate child care when present care is not available	84.0%	73.8%	80.4%	74.6%	82.5%
Other	58.5%	63.8%	85.0%	59.9%	45.5%

Note: See also Appendix OO, pages 10, 11, and 12.

In examining the ethnic data, no clear pattern is evident with the exception that White students appear to have less of a problem than all other ethnic groups. In most cases, White students reported the least difficulty of all the ethnic groups. For isolated problems, White students reported more difficulty than one other ethnic group, but less than the three remaining ethnic groups.

In examining the other ethnic groups, it is evident that proportionally more Asian students experienced difficulty than other ethnic groups with finding care for an ill child, finding child care hours to match the parents' schedule, with quality of care, with safety and cleanliness of care, with getting into a desired program and with finding alternate care. Asian students reported a level of difficulty with these problems greater than the level reported by all other ethnic groups.

After Asian students, the ethnic "Other" category experienced proportionally the second greatest degree of difficulty with finding care for an ill child, with the quality of care, with the safety and cleanliness of the environment, and with finding alternate care. This group had the greatest problem with location of child care.

As a group, Hispanic students had the greatest difficulty with the cost of care, followed by Black students and Asian students. Hispanic students also had the greatest difficulty with "other" child care problems. Black students, affer Asians, reported the greatest difficulty with finding hours to match their schedules.

TABLE II.11

STUDENT PARENT DIFFICULTY WITH CHILD CARE
Proportion of Students within each Income Category
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Under $15,000	$15,000 -19,999	$20,000 -24,999	$25,000 -34,999	$35,000 and up
Location of child care	43.3%	48.9%	45.3%	36.3%	38.9%
Care when child is ill	60.0%	78.7%	73.8%	55.3%	71.7%
Cost of child care	62.2%	78.0%	75.5%	55.4%	44.8%
Child care hours to match your schedule	57.2%	67.9%	57.4%	53.5%	48.8%
Quality of care given	32.6%	41.0%	31.6%	30.9%	26.7%
Safety or cleanliness of child care environment	18.9%	34.4%	20.8%	20.1%	16.6%
Getting into desired child care program	48.5%	63.0%	60.3%	37.1%	32.4%
Alternate child care when present care is not available	73.9%	92.0%	76.1%	70.4%	77.8%
Other	79.7%	75.0%	34.2%	64.7%	51.8%

Note: See also Appendix OO, pages 18 and 19.

In examining problems with child care in relation to student income, we found that it is not the lowest income group (under $15,000) that has the greatest problem, but rather those students who have annual household incomes between $15-19,999. In nearly every case, a greater proportion of this group than any other income group had the greatest difficulty with child care arrangements.

A full 92% of these students had a moderate to great difficulty finding alternate care, almost 79% had difficulty finding care for an ill child and 78% had problems with the cost of care. Sixty-eight percent had difficulty finding child care hours to match their schedules and 63% reported difficulty getting into a desired program.

After the $15-19,999 group, the next highest income category ($20,000-24,999) appears to have the second highest degree of difficulty in most of the areas examined. Here, 76% of students have problems finding alternate care, 76% have difficulty with cost, 74% with finding care for ill children, and 60% report difficulty getting into a desired program.

Finally, the lowest income group (under $15,000) reports the next highest degree of difficulty. Here 74% have difficulty finding alternate care, 62% have problems with cost of care, 60% have difficulty finding care for an ill child, and 57% have problems finding hours to match their schedules.

The greatest problems for the higher income groups appear to be with finding alternate care and with finding care for ill children. Higher income students have less difficulty with the cost of care, with finding child care hours to match their schedules and with getting into a desired program.

EMPLOYEE CHILD CARE SURVEY FINDINGS

Introduction

In total, 39,247 persons were employed by The California State University in January, 1988 at the time this survey was taken. A sample of about 10% of the employee population was drawn with several minority groups oversampled. The data obtained were weighted so that responses would more accurately reflect the employee population. Not all respondents answered demographic questions. Because the weighting was based on demographic information, responses can only be reported for about 86.5% of the employee population or 33,975 employees. All statistics reported here represent the weighted responses of employees.

Number of Faculty and Staff Who Need Child Care

Parents

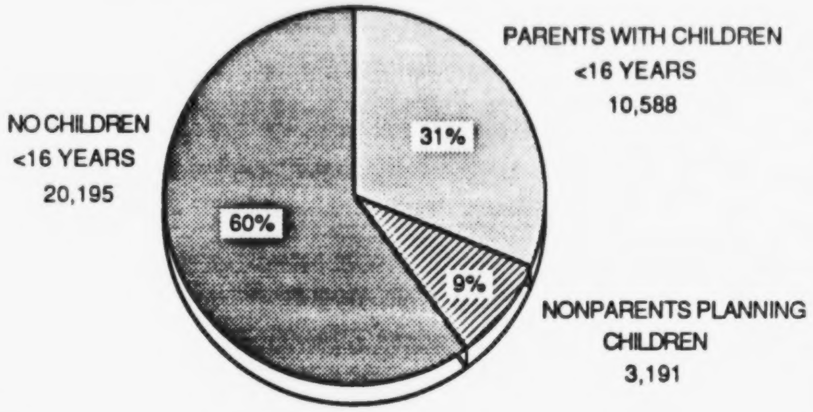
Survey findings indicate that 10,588 of CSU employees (31%) have children under the age of sixteen.

This translates into a total of 17,835 children under 16 whose parents work at CSU. The greatest number of these children (47%) are under the age of 6. Another 36% are between the ages of 6 - 11. Children age 12-15 account for 17% of CSU employees' children.

An additional 3,191 employees who are not currently parents (9% of all employees) plan to have or adopt a child within the next five years and, of these, 475 are currently expecting a child.

GRAPH II.4

EMPLOYEE SURVEY RESPONDENTS



Note: See also Appendix NN, page 1.

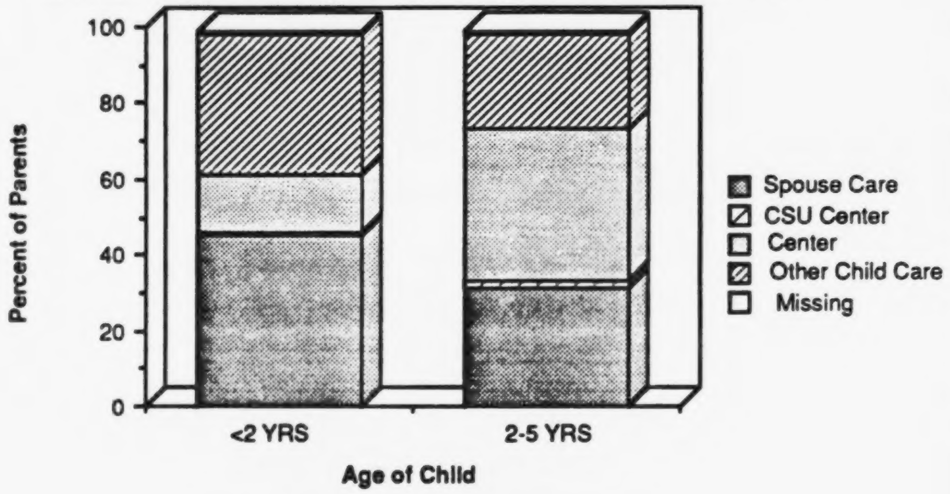
Child Care Uses

Of 10,588 total employee parents with children under 16 at CSU, 69% or 7,329 employees currently use child care most of the time while they are at work. Thus, 22% of the total employee population uses child care. That is, someone other than a spouse or the employee him/herself cares for the child while the parent works.

Parents were asked what type of arrangement they use most of the time. The following two charts show the breakdown of child care usage by the age of the parent's child.

GRAPH II.5

EMPLOYEE CHILD CARE USE - CHILDREN AGE 0-5

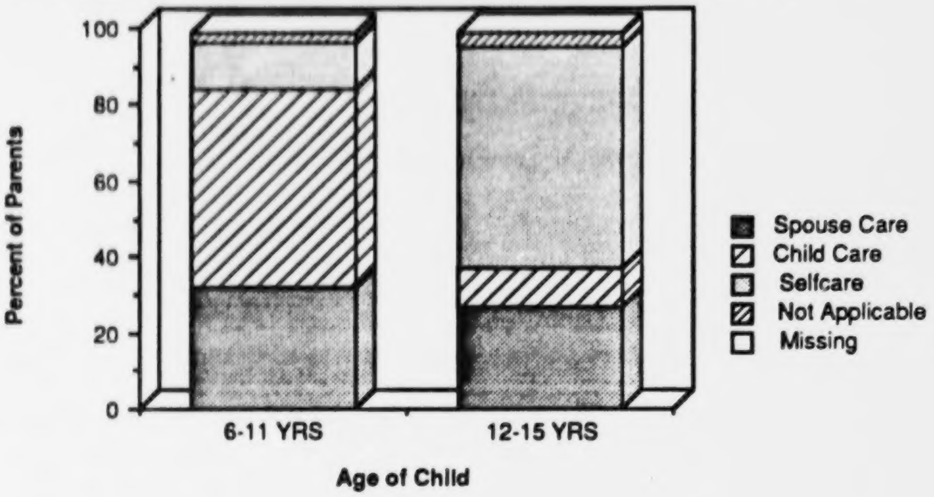


Spouse Care = care by other parent
CSU Center = CSU Children's Center on campus
Center = child care center or nursery not on campus
Other Child Care = (neighbor, adult babysitter, relative, friend, someone under 18 years old)
Missing = employee did not respond to the question

Note: See also Appendix NN, pages 8 and 10

GRAPH II.6

EMPLOYEE CHILD CARE USE - CHILDREN AGE 6 - 15



Spouse Care = care by other parent
Child Care = (e.g. center, neighbor, adult babysitter, community program, relative, friend)
Selfcare = care by child himself or someone under 18 years old
Not Applicable
Missing = employee did not respond to the question

Note: See also Appendix NN, pages 12 and 15.

Many families in the general population use more than one child care arrangement during the course of a week. The above graph indicates the arrangement used by parent respondents most of the time. Therefore, there may be more faculty and staff who use child care *part* of the time, such as some of those who indicate that their spouse cares for the child the *majority* of the time.

Only about 2% of CSU employees with children under 6 years use a CSU campus child care center for their children. Few use a child care center or nursery school off campus for children under two. The majority use some type of informal care such as an adult babysitter, neighbor, relative, or friend. Parents of children under 2 years old generally could not use a center even if they preferred to as centers rarely accept children of this age. Parents of children age 2-5 generally use a center or nursery school off campus (40%) or some other type of informal child care arrangement (26%).

The use of self care (the child cares for himself) increases with the age of the child. In fact, 21% of parents with children under 16 use someone under 18 to care for the child or the child looks after him/herself.

Child Care Costs

The cost of child care can be a prohibitive factor for many families. For this reason, we have examined problems with cost of child care in comparison to income for CSU employees. Approximately 21% of CSU employees with children have annual household incomes less than $35,000. This group is more likely to have difficulty, given that average child care costs for one child are $3,000 - $3,500 a year. Most families cannot afford to spend more than 10% of their income on child care costs annually. For CSU employees who use care other than a spouse the average cost of care for one child under age six is $3,400 per year. There is no difference in cost for infants and preschoolers.

Forty-nine percent of CSU employees have annual household incomes of over $55,000. When asked how much difficulty the cost of child care presented, only 5% of this group indicated cost caused "great" difficulty. However, 34% of employees who have incomes of less than $25,000 indicated cost created "great" difficulty for them. The following table indicates difficulty with the cost of child care by annual household income of employee parents.

TABLE II.12

EMPLOYEE PARENT DIFFICULTY WITH COST OF CARE
BY ANNUAL HOUSEHOLD INCOME
Proportion Within Each Income Category Citing Difficulty

Parent Income	**Level of Difficulty**					
	No. 1	2	Moderate 3	4	Great 5	Total
Under $25,000	27.9	4.2	28.8	4.9	34.1	100.0
$25,000 - 54,999	49.6	10.6	19.5	11.6	8.7	100.0
$55,000 and over	41.3	27.0	13.8	12.6	5.3	100.0
TOTAL	43.5	18.1	17.6	11.4	9.4	100.0

Note: See also Appendix PP, pages 14-15.

Child Care Problems Experienced

A very high proportion of parents report having problems with finding, arranging, and paying for child care services. When asked to rate (on a five point scale) the degree of difficulty, if any, they experienced in these areas 57% reported severe difficulty (rating of 4 or 5)with one or more areas and 10% of parents without a severe problem currently reported having had a greater child care problem in the past.

The following table indicates what number and proportion of all parents report severe difficulty (a rating of 4 or 5 with 5 being great difficulty) on the items listed.

TABLE II.13

EMPLOYEE PARENT CHILD CARE DIFFICULTY
Parents Citing Severe Difficulty
Rating of 4 or 5

Problem	Number	Percent
Location of child care	1,275	12%
Care when child is ill	4,057	38%
Cost of child care	2,021	19%
Child care hours to match your schedule	1,749	17%
Quality of care given	1,217	11%
Safety or cleanliness of child care environment	899	8%
Getting into desired child care program	1,733	16%
Alternate child care when present care is not available	4,106	39%
Other	937	9%

Note: See also Appendix NN, pages 18-20.

The problems cited by the most CSU employee parents were finding care for an ill child and finding alternate care when their present care is not available. Cost of care was the third most prevalent problem for CSU employees and finding care to match work schedules was the fourth.

Other employee child care problems are evidenced by the fact that 27% of parents have left their children home alone in order to be at work and 44% have brought children to work because of lack of appropriate child care.

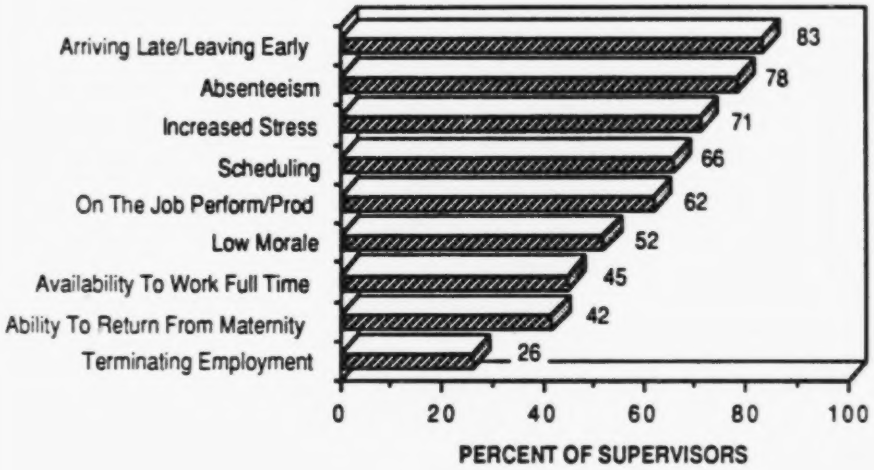
Effect of Child Care Problems on Work Operations

Supervisors

A question was asked of supervisors regarding the effect of child care problems on their department. Supervisors were asked to rate, on a 5 point scale, effects on absenteeism, scheduling, turnover, stress, morale, and performance. The following graph indicates the number of supervisors reporting a rating of 2 to 5 (with 2 being "some problem" and 5 being "a lot of problem") in these areas.

GRAPH II.7

EFFECTS OF CHILD CARE REPORTED BY SUPERVISORS



(N = 12,943)

Note: See also Appendix NN, pages 3-5.

Parents

Parents, also, were asked how child care problems had affected their performance. Responding staff and faculty reported on difficulties due to child care problems such as ability to work overtime, attend training, accept promotions, and engage in non-classroom academic activities. Parents were asked to rate the degree of difficulty they experienced in these areas on a five point scale. In all, 44% of parents report severe difficulty with work because of child care, a rating of 4 or 5 in any one of these areas. Table II.14 indicates parent employees who responded with a 4 or 5 in each of these areas.

TABLE II.14

EFFECTS OF CHILD CARE DIFFICULTIES ON EMPLOYEE PARENTS
Parents Citing Severe Difficulty
Rating of 4 or 5

Problem	Number	Percent
Pursuing or accepting a position with more responsibility	1,684	16%
Taking training related to work	2,200	21%
Working overtime		2,882
27%		
Handling the stress of work and family responsibilities	3,051	29%
Attending to non-classroom academic responsibilities (faculty only)	1,661	16%
Other	432	4%

Note: See also Appendix NN, pages 21-22.

Other Indications of Effect on Work Operations

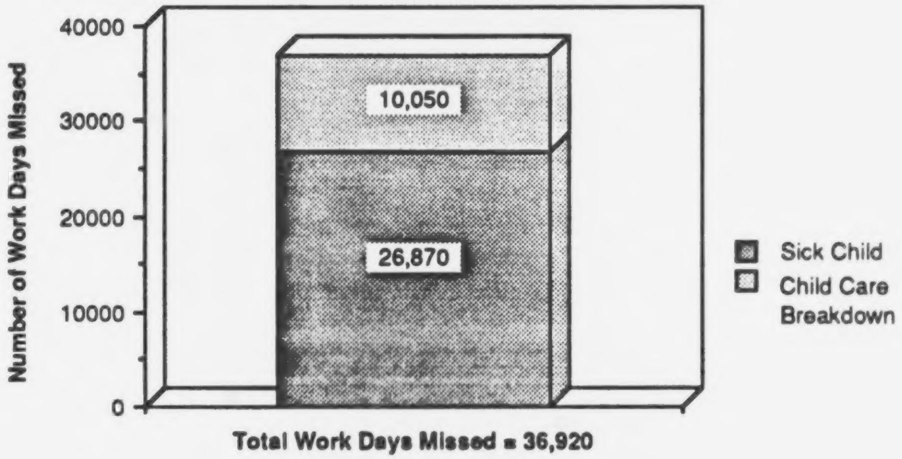
While the above questions investigate employee perceptions of child care problems, data were also collected on employee behavior on the job as a result of child care problems. This information allows for quantification of loss in time and money to CSU.

Employee parents were asked how many days they had missed during the past year due to the illness of their child(ren) or to a breakdown in their child care arrangement. Employees were also asked if they had ever considered quitting because of child care problems.

Survey results indicate that employees missed approximately 26,870 (4.3 on average) days systemwide last year due to an ill child. In addition, employees missed 10,050 (3.1 on average) days due to a breakdown in child care arrangements. In total, 6,782 employees (64% of all employee parents) missed work last year due to child care problems. This amounted to a total of 36,920 days lost due to child care problems alone. In all, $4,475,000 was paid to employees in salary and benefits who were absent because of a child care problem, $3.3 million due to ill children, $1.2 million due to a breakdown in child care arrangements. Finally, 1,731 of CSU employee parents (16%) reported that they had considered quitting because of child care problems.

GRAPH II.8

WORK DAYS MISSED DUE TO CHILD CARE



Note: See Appendix NN, page 21 for average number of days missed per employee.

Effect on Total CSU Workforce, Parents & Non-Parents

While it may be assumed that child care needs affect only a proportion of the employees in any work force at any one time, it is important to note that over time 85% of the work force will eventually become parents. But more importantly, there is a spillover effect on all employees. Problems with absenteeism, tardiness, and scheduling affect the entire workforce. For this reason, all employees were asked how much they felt their work environment would improve if the child care needs of co-workers were addressed. A full two-thirds of CSU employees, almost 22,000 parents and non-parents, reported that there would be moderate improvement to great improvement (a rating of 3, 4 or 5 with 3 being "moderate" and 5 being "great") in their own work environment if the child care needs of their co-workers were addressed.

Additionally, all employees (parents and non-parents) were asked questions regarding recruitment and maternity leave. Fifty-two percent of faculty and staff planning children who would not otherwise return to work after maternity leave (or were uncertain) reported they would return if infant care were available. Another 4,962 employees report knowing someone who has not applied to work at CSU but would apply if child care assistance were available.

CSU Employee Interest in Child Care Assistance

Information was collected from employees on their preference (1st and 2nd choice) for child care arrangements. Parents with children under six were asked a) whether they would choose a child care center or a family day care home for their young children, b) whether they would prefer a location close to their home or close to campus, or c) whether they would simply prefer care in their own home. The following table indicates responses by the age of the employees children.

TABLE II.15

NUMBER AND PROPORTION OF EMPLOYEE PARENTS INTERESTED IN ASSISTANCE
First Choice Among Parents of Infants and Preschoolers

Type of Care	CSU Employee Parents			
Child's Age	0-2 yrs		2-5 yrs	
	#	%	#	%
Child care center on campus	1,466	46%	1,696	39%
Child care center near your home	237	7%	1,053	24%
Someone's home near CSU	0	0%	19	<1%
Someone's home near your home	76	2%	392	9%
In your home	1,179	37%	933	21%
None of the above	235	7%	248	6%
Missing	0	0%	0	0%
TOTAL	3,195	100%	4,344	100%

* Columns do not total due to computerized spreadsheet rounding

Note: See also Appendix NN, pages 9 and 11.

The obvious preference for the majority of parents was a child care center on campus. Almost 50% of parents with children under two cited this option as their first choice. Thirty-nine percent of parents with children ages 2-5 would also choose a center on campus as their first choice.

Parents were also asked what kind of child care arrangement would be first choice for their school-age children. Of the parents of school-age children under 12 years, a little over one-third would prefer extended day care at their child's school while almost another third prefer this care be located on the CSU campus.

TABLE II.16

NUMBER AND PROPORTION OF EMPLOYEE PARENTS INTERESTED IN ASSISTANCE

First Choice Among Parents of School-Age Children

Type of Care	CSU Employee Parents			
Child's Age	6-11 yrs		12-15 yrs	
	#	%	#	%
Extended day and vacation program at your child's school	1,773	36%	225	8%
Extended day and vacation program on campus	1,397	28%	628	22%
Transportation for your child between their school and child care program	584	12%	249	9%
None of the above	1,148	23%	1,529	54%
Missing	9	<1%	207	7%
TOTAL	4,912	100%	2,840	100%

* Columns do not total due to computerized spreadsheet rounding

Note: See also Appendix NN, pages 14 and 17.

One final note on preference for care: of the 3,191 non-parent employees planning children in the next five years, 82% are interested in infant care on campus.

Parents Interested in On-Campus Care

A high proportion of employee parents—46% with children under six and 28% with children age 6-11—were interested in a center on campus as a first choice. The examination of the number of children in each group showed that parents of 1,474 infants, 1,925 preschoolers and 1,909 school age children (ages 6-11 years) *needed* care on campus. Thus, the total number of children of employees *needing* care was 5,308 systemwide.

Parents were asked about their general interest in types of services that could be offered by the University. These included referral services, workshops on parenting issues, child care as an option in a flexible benefit package, flexible work schedules, return to work on a part-time basis after birth of a child, and care for mildly ill children. Employees were asked whether they would or would not be interested in these options. The following table illustrates parent employee response.

TABLE II.17

TYPES OF ASSISTANCE EMPLOYEE PARENTS WOULD USE, IF OFFERED

	Yes	%
Child care as an option in a flexible benefit package	6,265	59%
Flexible work schedules such as flex-time or shift sharing	4,860	46%
Care for mildly ill children	5,585	53%
Referral service to help you find child care	5,124	48%
Workshops on parenting issues	3,427	32%
Return to work on a part-time basis after birth of a child	3,355	32%

Note: See also Appendix NN, pages 23-24.

Almost two-thirds of employee parents would be interested in child care as an option in a flexible benefit package. Over 50% were interested in care for mildly ill children. Almost 50% would use a referral service, if offered and 46% were interested in flexible work scheduling (flex-time or shift sharing).

Hours of Care Needed

As outlined in the RFP, data on "the hours and days of child care need (length of time and length of day)" were to be collected. Employees were asked how many hours a week, Monday-Friday, they would use care for their children during day time hours (6:00 a.m. to 6:00 p.m.) and during evening hours (6:00 p.m. to 10:00 p.m.). The following table provides figures on the total hours all employees combined would need for day time and evening hours and for both.

The use of full time equivalents (FTE) provides an approximation of full time use including families who may use care on a part-time or drop-in basis. For example, two children that each use half-time child care would be considered one FTE. This procedure is conservative and tends to understate actual child care need, as both half-time users might need child care during identical morning hours and would occupy two child care spaces rather than one. However, when specific hours of child care use are not available, FTE conversion is the most effective method for determining need and comparing need to space availability.

TABLE II.18

TOTAL HOURS OF CHILD CARE SERVICE EMPLOYEE PARENTS WOULD USE
Daytime or Evening Care by Age of Child

Age of Child	Daytime 6:00 A.M.-6:00 P.M. #	%	Evening 6:00 P.M.-10:00 P.M. #	%	Total #	%
0-2	62,777	(91.6)	5,768	(8.4)	68,545	(100.0)
2-5	93,820	(89.1)	11,476	(10.9)	105,296	(100.0)
6-11	54,624	(82.7)	11,405	(17.3)	66,029	(100.0)
12-15	5,626	(51.2)	5,364	(48.8)	10,990	(100.0)
TOTAL	216,847	(86.4)	34,013	(13.6)	250,860	(100.0)
Full Time Equivalents	4,337 FTE's (Total hours / 50 hrs)		1,700 FTE's (Total hours / 20 hrs)		6,037 FTE's (Daytime FTE's + Evening FTE's)	

Note: See also Appendix NN, pages 9,11,13, and 16.

In order to estimate full time equivalents, day time hours were divided by 50 (5 days a week, 10 hours a day) and evening hours by 20 (5 nights a week, 4 hours a night). The total number of hours parents would use systemwide during the day would be 216,847 and during the evening 34,013. Almost 14% of the total time required would be during evening hours. This translates into a total full time equivalent number of child care spaces of 6,037 systemwide between the hours of 6:00 A.M. and 10:00 P.M.

Comparison of Faculty and Staff: Child Care Problems, Needs, and Interests

A key issue to be examined in this study (as stipulated in the RFP) is the difference in the child care problems, needs and interests of faculty and staff at CSU. For this reason, several variables were examined separately for the two groups. These included questions on employee problems with child care and employees' interest in specific services. A discussion of possible factors influencing differences between faculty and staff with regards to child care need is included.

Problems with Child Care

The problems examined were location of care, care for an ill child, cost of care, child care hours to match employees' schedule, quality of care, safety or cleanliness of the program, getting into a desired program, and alternate care when present care is unavailable.

TABLE II.19

EMPLOYEE PARENT DIFFICULTY WITH CHILD CARE
Proportion of Faculty or Staff
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Faculty	Staff
Location of child care	38.9%	35.9%
Care when child is ill	61.0%	71.2%
Cost of child care	30.1%	50.9%
Child care hours to match your schedule	42.2%	46.5%
Quality of care given	27.0%	22.4%
Safety or cleanliness of child care environment	18.1%	20.5%
Getting into desired child care program	27.0%	43.5%
Alternate child care when present care is not available	55.9%	65.3%
Other	55.9%	82.2%

Note: See also Appendix PP, pages 2-3.

In almost every case staff had greater problems in these areas than faculty. The most notable differences were with 1) cost of care where 50.9% of staff indicated a problem and only 30.1% of faculty, 2) getting into a desired program with 43.5% of staff reporting a problem and 27.0% of faculty, and 3) finding alternate care with 65.3% of staff and 55.9% of faculty reporting a problem. The only areas where faculty had greater difficulty were with the quality of care given and with the location of child care programs. The above percentages represent a rating of 3,4, or 5 to any of the questions asked.

Staff were much more likely than faculty to have been counseled or disciplined at work because of child care problems (15.8% of staff and 6.6% of faculty). A higher proportion of staff brought their children to work with them (51.5% of staff and 41.5% of faculty). Staff were more likely to consider quitting their jobs because of child care problems (19.3% of staff and 14.7% of faculty).

TABLE II.20

TYPES OF ASSISTANCE EMPLOYEE PARENTS WOULD USE, IF OFFERED

Number and Proportion of Faculty or Staff

	Faculty		Staff	
	#	%	#	%
Referral service to help you find child care	2,881	46.0	2,271	57.3
Workshops on parenting issues	1,600	25.5	1,849	46.2
Care for mildly ill children	3,340	53.4	2,274	56.9
Return to work on a part-time basis after birth of a child	2,077	34.5	1,302	34.6
Flexible work schedules such as flex-time or shift sharing	2,358	38.8	2,534	62.4
Child care as an option in a flexible benefit package	3,279	53.9	3,019	73.7

Note: See also Appendix PP, pages 17-18.

Proportionally more staff than faculty were interested in using child care services such as referral services, workshops on parenting issues, care for mildly ill children, return to work part-time after birth of a child, flexible work schedules, and child care as an option in a flexible benefit package. In each case, a higher proportion of staff than faculty responded that they would use these services if offered by the University. About the same proportion of faculty (53.4%) and staff (56.9%) would be interested in care for mildly ill children and about equal proportions (34.5% of faculty and 34.6% of staff) would be interested in returning to work on a part-time basis after the birth of a child. However, many more staff (62.4%) than faculty (38.8%) were interested in flexible work schedules such as flex-time or shift sharing. Proportionally more staff (73.7%) than faculty (53.9%) were interested in child care as an option in a flexible benefit package. Also, proportionally more staff than faculty would use a referral service (57.3% of staff and 46.0% of faculty) and more staff than faculty would attend workshops on parenting issues (46.2% of staff and 25.5% of faculty).

TABLE II.21

EMPLOYEE PARENT INTEREST IN ON CAMPUS CHILD CARE

Number and Proportion of Faculty or Staff
Who Listed On-Campus Care as First Choice
by Age of Child

Age of Child	Faculty		Staff	
	#	%	#	%
Age 0-2	634	32.7	841	66.2
Age 2-5	846	29.5	860	57.8
Age 6-11	1,013	34.6	772	38.5
Age 12-15	155	10.5	72	6.1

Note: See also Appendix PP, pages 19-20.

More staff (66.2%) than faculty (32.7%) would choose a child care center on campus for children under two as a first choice. Faculty preferred care in their own home (42.8%) for children in this age group compared to 27.7% of staff. For children age 2-5, the majority of staff (57.8%) also preferred a child care center on campus. However, 32.3% of faculty would prefer a center near their home for this age group, 18.9% would prefer care in their own home, and 29.5% would choose a center on campus as first choice.

There is less discrepancy between faculty and staff interest in care for school-age children. The greatest preference for both groups (34.6% of faculty and 38.5% of staff) is for programs at the child's school for children age 6-11. Another 25.5% of faculty and 32.8% of staff would prefer on campus extended day or vacation programs for these children. Only 8.6% of faculty but 42.9% of staff would choose an on campus program for their 12-15 year old children.

Differences Between Faculty and Staff

The results indicate that child care problems are more acute for staff than faculty and that staff show a greater interest in using child care services if offered. We believe the difference in child care problems experienced by faculty and staff is probably most directly related to certain demographic characteristics, namely gender, income, and family structure. Cross tabulations were generated for each of these variables by employee faculty or staff status.

TABLE II.22

GENDER DIFFERENCES FOR FACULTY AND STAFF
Number and Proportion of Faculty or Staff
Employed by the CSU

Gender	Faculty		Staff	
	#	%	#	%
Male	13,725	71.6	5,098	35.2
Female	5,455	28.4	9,379	64.8
TOTAL	19,180	100.0	14,477	100.0

Note: See also Appendix PP, Table 23, page 21.

We found that approximately 72% of the CSU faculty are male, whereas the majority of CSU staff (65%) are female. From analysis reported in the following section of this chapter, we know that only 50% of male CSU employee parents use child care. However, 93% of female CSU employee parents use child care and female employees have a greater degree of difficulty with child care arrangements than do male employees.

TABLE II.23

ANNUAL HOUSEHOLD INCOME OF CSU FACULTY AND STAFF

Annual Household Income	Faculty #	Faculty %	Staff #	Staff %
Under $15,000	22	.3	276	6.7
$15,000 to $24,999	283	4.4	491	11.9
$25,000 to $34,999	579	9.1	580	14.0
$35,000 to $44,999	867	13.6	752	18.2
$45,000 to $54,999	952	14.9	545	13.2
$55,000 and over	3675	57.6	1496	36.1
TOTAL	6378	100.0	4140	100.0

Note: See also Appendix PP, Table 21, page 20.

Income is another area that can have a profound effect on an employee's satisfaction with child care arrangements. Survey findings indicate that well over half of CSU faculty (57.6%) have annual household incomes of over $55,000. Less than 5% of faculty have incomes under $25,000. By comparison, 18.6% of staff have annual household incomes below $25,000 and only 36.1% have incomes over $55,000. Because the cost of child care for one child averages $3,500/year, it is clear to see why more faculty than staff would be prepared to absorb this cost.

TABLE II.24

FAMILY STRUCTURE OF CSU FACULTY AND STAFF

Household Structure	Faculty #	Faculty %	Staff #	Staff %
Family w/ 2 adults-both employed	4,378	68.3	2,783	66.9
Family w/2 adults-one employed	1,453	22.7	497	11.9
Single parents family	214	3.3	663	15.9
Other	362	5.7	218	5.2
TOTAL	6,407	100.0	4,161	100.0

Note: See also Appendix PP, Table 22, page 20.

Finally, faculty are more likely than staff to have a non-working spouse who is available to care for their children. Almost a quarter of the faculty (22.7%) come from households with two adults, one not employed. Only 11.9% of staff fit this description. Staff are much more likely to be single parents than are faculty. While only 3.3% of faculty are single parents, 15.9% of staff are single parents.

The differences in faculty and staff difficulties with child care can best be explained by the fact that most faculty are men, most have high annual household incomes, and most come from two parent households (a quarter of which have only one working parent). Staff are much more likely to be female, to have moderate to low annual household incomes, and are more likely to be single parents and less likely to have a non-working spouse.

Employee Demographics

Another key issue outlined in the RFP was that of determining if a relationship exists between child care problems and any demographic characteristics. Cross tabulations were generated for responses to questions on child care problems by all of the following demographic variables: sex, ethnicity, age, family type, income, full time/part-time status, and work schedule (academic year, 12 months a year, 10 months a year). For a complete breakdown, please see Appendix PP.

The following percentages represent all responses of 3,4 and 5 to any of the questions asked regarding problems with child care. Reported here are differences in employee child care problems by gender, ethnicity, and income.

Gender

TABLE II.25

CSU EMPLOYEE PARENT DIFFICULTY WITH CHILD CARE
Proportion of Men and Women
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Male	Female
Location of child care	35.8%	38.2%
Care when child is ill	56.3%	75.2%
Cost of child care	34.1%	42.4%
Child care hours to match your schedule	36.7%	49.5%
Quality of care given	25.1%	23.9%
Safety or cleanliness of child care environment	20.3%	15.8%
Getting into desired child care program	30.6%	35.5%
Alternate child care when present care is not available	52.5%	66.6%
Other	57.8%	80.1%

Note: See also Appendix PP, pages 6 and 7.

About 55% of the total systemwide CSU workforce is male and about 45% is female. However, about 57% of employees who are parents are men and only 43% are women (See Appendix NN, page 7). There are more fathers employed at CSU than mothers, simply because the University employs more men than women. However, female employees are much more likely to use child care. **Only 50% of male parent employees, but 93% of female parent employees, use child care most of the time while they are at work. Female employees have a greater degree of difficulty with their child care arrangements than do male employees.**

A higher proportion of women than men had problems with finding alternate care, (66.6% of women and 52.5% of men), getting into a desired program (35.5% of women and 30.6% of men), finding hours to match schedules (49.5% of women and 36.7% for men), cost of care (42.4% of women and 34.1% of men), care for an ill child (75.2% of women and 56.3% of men), and location of care (38.2% of women and 35.8% of men). Men had more problem than women with quality of care given (25.1% of men and 23.9% of women) and the safety or cleanliness of the child care environment (20.3% of men and 15.8% of women).

Ethnicity

TABLE II.26

CSU EMPLOYEE PARENT DIFFICULTY WITH CHILD CARE
Proportion of Employees within each Ethnic Group
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Asian	Black	Hispanic	White	Other
Location of child care	38.5%	42.5%	40.9%	37.0%	50.8%
Care when child is ill	72.9%	79.4%	72.6%	61.6%	70.0%
Cost of child care	42.0%	67.0%	55.4%	33.4%	48.4%
Child care hours to match your schedule	43.6%	57.5%	45.6%	42.3%	51.7%
Quality of care given	28.4%	21.4%	26.0%	25.4%	21.6%
Safety or cleanliness of child care environment	29.5%	10.2%	19.3%	18.7%	16.7%
Getting into desired child care program	39.8%	36.3%	44.6%	31.3%	40.0%
Alternate child care when present care is not available	63.4%	64.1%	71.0%	56.9%	63.4%
Other	26.2%	63.7%	51.1%	71.9%	42.5%

Note: See also Appendix PP, pages 7 and 8.

There does not appear to be any clear pattern in the type or degree of child care difficulties experienced by different ethnic groups. A higher proportion of Black (42.5%), Hispanic (40.9%) and "Other" (50.8%) ethnic groups had problems with location of child care than did Asians (38.5%) or Whites (37.0%). Black employees (79.4%), then Asian (72.9) and Hispanic (72.6), had the greatest problem with finding care for sick children compared to 61.6% of White employees. Black employees (67.0%) had a much greater problem with cost of care than other groups followed by Hispanics (55.4). Only 33.4% of White employees reported a problem with cost. Black (57.5%) and Hispanic (45.6) employees had the most difficulty with finding child care hours to match their schedules. Asian (28.4%), Hispanic, (26.0%), and White (25.4%) employees had the greatest problem with the quality of the care their children were receiving, although less than 20% of employees in each group rated this as a severe problem. Asians (29.5%) had a much greater difficulty with the safety or cleanliness of their child's care environment than all other ethnic groups, followed by Hispanics (19.3%), Whites (18.7%), and "Other" (16.7%) ethnic groups. Hispanic (44.6%) and "Other" (40.0) ethnic groups had the greatest difficulty getting their children into a desired program, followed by Asian (39.8%) and Black(36.8%) employees. Hispanics (71.0%) had a greater problem than other groups with finding alternate care. Black (64.1%), Asian (63.4%), and "Other" (63.4%) ethnic groups had about the same amount of problem followed by Whites (56.9%). At least 40% of all ethnic groups reported a severe problem with finding alternate care. Many more White (42.5%) employees indicated they had difficulty with "other" child care problems followed by Black (63.7%) employees, Hispanics (51.1%), "Other" ethnic groups (42.5%) and Asians (26.2%).

TABLE II.27

CSU EMPLOYEE PARENT DIFFICULTY WITH CHILD CARE
Proportion of Employees within each Income Category
Selecting Moderate to Great Difficulty
Rating of 3 to 5

	Less than $15,000	$15,000 -24,999	$25,000 -34,999	$35,000 -44,999	$45,000 -54,999	$55,000 or more
Location of child care	21.2%	63.3%	28.7%	29.1%	34.1%	41.3%
Care when child is ill	55.8%	89.1%	63.7%	69.4%	74.1%	58.1%
Cost of child care	47.3%	78.0%	37.5%	36.9%	44.3%	31.7%
Child care hours to match your schedule	50.0%	57.4%	31.6%	34.1%	52.6%	43.9%
Quality of care given	6.7%	31.1%	19.9%	31.2%	25.3%	24.7%
Safety or cleanliness of child care environment	17.3%	29.3%	15.7%	11.0%	20.0%	21.3%
Getting into desired child care program	33.3%	60.2%	27.0%	32.4%	24.5%	31.9%
Alternate child care when present care is not available	91.6%	69.1%	61.1%	60.2%	66.9%	52.7%
Other	0.0%	92.7%	77.6%	97.8%	17.7%	58.6%

Note: See also Appendix PP, pages 14 and 15.

In all, it appears that CSU employees with incomes between $15-25,000 have consistently more difficulty with child care problems than any other income groups including those who make under $15,000. Those with incomes over $45,000 have more problem than the lowest income employees with location of care, finding care for an ill child, quality of care, and the safety and cleanliness of the child care environment. The only area where very low income employees tend to have the greatest problem is with finding alternate care. These lowest income employees (under $15,000) have a slightly greater problem with getting into a desired program and with cost of care than do employees with incomes over $35,000. Almost across the board, employees in the $15-25,000 bracket had more problems than lower income or higher income employes in almost every area.

Employees with incomes between $15-24,000 (63.3%) and employees with incomes over $55,000 (41.3%) had much more problem with location of child care than did other income groups. Employees in the $15-24,000 bracket (89.1%) and those in the $45-55,000 income category (74.1%) had a greater problem with finding care for an ill child, followed by the $35-45,000 income group (69.4%) and the $25-35,000 group (63.7%). Again, the $15-25,000 income group had a much greater problem (78.0%) with cost of care than any other income group including those who made under $15-25,000 (47.0% reporting a problem), followed by the $45-55,000 income category where 44.3% reported a problem with cost. In fact, the $15-25,000 income group reported a greater problem than any other income category for all of the following areas of difficulty; 1) finding hours to match schedule (57.4%) followed by the $45-55,000 group (52.6%), 2) quality of care (31.1%) and the $35-45,000 group (31.2%), safety or cleanliness of the environment (29.3%) followed by the $55,000 and over group (21.3%), getting into a desired program (60.2%) followed by the under $15,000 group (33.3%). The lowest income group, under

$15,000, had the greatest problem with finding alternate care (91.6%) followed by $15-25,000 group (69.1%).

CHAPTER III

THE RELATIONSHIP BETWEEN CHILD CARE AND STUDENT ACCESS TO HIGHER EDUCATION

INTRODUCTION

Equal access to higher education has been a major goal of all segments of postsecondary education in California for the past 25 years. Numerous groups have benefitted from special programs and services developed to ensure that equal access was provided to all potential students. Specially targeted populations have included ethnic minorities traditionally underrepresented in postsecondary institutions, women, the economically and academically disadvantaged, the disabled, and limited English speaking individuals. Outreach efforts have been undertaken, and support services programs established to help overcome the barriers these groups have traditionally confronted in pursuing a higher education.

The notion that the lack of child care could serve as a barrier to equal access has been established in the courts. The *De La Cruz vs. Tormey* lawsuit was initiated in 1974 by a group of low-income mothers who sued the San Mateo Community College District, charging that the district's failure to provide child care deprived them of equal educational opportunity. The court decision issued in 1980 stated that the plaintiff had indeed proven a discriminatory impact:

> The concrete human consequences flowing from the lack of sufficient child care facilities present very practical impediments to beneficial participation in the District's educational programs, and are asserted to fall overwhelmingly on women students and would-be students.

One of the major purposes of this study was to determine the impact of child care needs on students' access to the CSU. The Evaluation and Training Institute (ETI) researched this issue in three ways:

1) A set of questions designed to measure the impact of child care needs upon various aspects of students' CSU experiences was included in the survey of current CSU students conducted by Summa Associates;

2) A survey of CSU drop-outs was conducted to determine the effect of child care needs on their decision to leave school; and

3) A survey of applicants admitted to the CSU, but who did not enroll, was conducted to determine whether or not child care issues affected their decision not to enter the CSU.

This chapter presents the outcomes of these activities. The findings from the survey of current CSU students are discussed first, followed by the surveys of drop-outs and non-enrolling applicants.

SURVEY OF CURRENT STUDENT PARENTS: ACCESS ISSUES

The "Survey of CSU Students on Issues Concerning Child Care" administered to a sample of currently enrolled students by Summa Associates contained a subset of items developed by ETI staff to measure the impact of child care needs upon access to the CSU. The purpose of the items was to determine to what extent, if any, child care issues impacted specific dimensions of students' ability to successfully complete their education. These dimensions included: 1) Class attendance; 2) course load; 3) study time; 4) scheduling and completion of courses; 5) motivation to persist in school; 6) academic performance; 7) financial ability to remain in school; and 8) achievement of academic goals. In addition, student parents were asked to report if they had ever dropped out for one or more terms due to child care problems, and if they missed classes because of child care problems.

As reported in Chapter 2, a total of 1,136 responses were received from student parents. Because minority students were disproportionately sampled, weightings were developed to make responses more accurately reflect the total student parent population. (The survey methodology and sampling procedure has been discussed in full in Chapter 2.) The statistics presented in this chapter represent the weighted responses of student parents. A breakdown of responses by campus is presented in Appendix OO.

Findings

Nearly four-out-of-ten student parents (37 percent) reported that they had, at one time, dropped out for one or more terms due to child care related problems.

Impact of Child Care Problems on Specific Aspects of Educational Experiences

When asked to evaluate the degree to which child care problems had negatively affected specific dimensions of their educational experience (See Table III.1), students indicated that the time they devoted to studying was the most strongly impacted. More than half (55 percent) of student parents reported that child care problems generated "much" or "great" difficulty in relation to the time devoted to studying. Another third (34 percent) stated that they experienced "some" or "moderate" difficulty. Twelve percent said there was no difficulty associated with child care problems and finding study time.

The second greatest concern to student parents relating to child care issues and pursuing their educational goals was in terms of the course load they were capable of carrying. Nearly half (46 percent) of all student parents stated that they experienced "much" or "great difficulty" in terms of the course load they were capable of carrying. Another third (33 percent) responded that they experienced "some" or "moderate" difficulty. One-in-five students (21 percent) reported that they experienced "no difficulty" in terms of child care problems and the course load they were capable of carrying.

When asked about the negative impact of child care problems on class attendance, a third (33 percent) of all parents reported that they experienced "no difficulty". More than half (54 percent) reported either "some difficulty" or "moderate difficulty". A combined 16 percent reported "much" or "great difficulty" in attending class.

TABLE III.1

DEGREE TO WHICH CHILD CARE PROBLEMS HAVE NEGATIVELY AFFECTED ASPECTS OF STUDENT PARENTS' CSU EXPERIENCES

ASPECTS	NO DIFFICULTY	SOME DIFFICULTY	MODERATE DIFFICULTY	MUCH DIFFICULTY	GREAT DIFFICULTY	TOTAL
Class Attendance	33%	26%	28%	8%	8%	100%
Course load capable of carrying	21	10	23	17	29	100
Time able to devote to studying	12	9	25	23	32	101
Ability to schedule and complete desired or required classes	29	15	22	17	18	101*
Motivation to persist in school	34	16	24	13	13	100
Academic performance	28	22	30	12	8	100
Financial ability to remain in school	37	14	16	12	20	99
Achievement of academic goals	26	19	24	18	13	100

ue to rounding error

The student parents were asked how many times they had missed class during the past year as a result of a child's (or children's) illness (see Table III.2). The most frequent response was two times (23 percent). Sixteen percent indicated that they had missed class once, while an additional 15 percent said they had been absent three times. Only 2 percent of the respondents said they never missed class during the past year as a result of their child(ren) being ill.

TABLE III.2

NUMBER OF TIMES RESPONDENTS REPORTED IT WAS NECESSARY TO MISS CLASS OVER THE PAST 12 MONTHS WHEN THEIR CHILD(REN) WERE ILL

No. Of Times	Percentage
0	2%
1	16%
2	23%
3	15%
4	11%
5	10%
6-8	10%
9-11	6%
12 or more	6%
TOTAL	99%

Note: Due to rounding, totals may not equal 100%.

Parents were also asked to indicate whether they had missed class over the past year as a result of a breakdown in child care arrangements (see Table III.3). This breakdown may have stemmed from such factors as a late sitter, a cancellation, etc. Again, the most frequent response was two missed classes (26 percent). Twenty-one percent of the students indicated that they had missed once, while 11 percent stated that they had missed three times. Nearly 20 percent of the students responded that they had been absent four or five times. Nine percent indicated that they had no absences over the past 12 months due to a breakdown in arrangements.

TABLE III.3

NUMBER OF TIMES REPONDENTS FOUND IT NECESSARY TO MISS CLASS OVER THE PAST 12 MONTHS DUE TO A BREAKDOWN IN CHILD CARE ARRANGEMENTS (e.g. late sitters, cancellations, etc.).

No. Of Times	Percentage
0	9%
1	21%
2	26%
3	11%
4	7%
5	12%
6-8	7%
9-11	6%
12 or more	2%
TOTAL	101%

Note: Due to rounding, totals may not equal 100%.

Parents were also asked to state how many times on average last year they had arrived late to school or left early because of child care problems (see Table III.4). Nearly half of all student parents (48 percent) reported that they had faced this situation one to three times per month. A fifth of the student parents responded that it occurred four to five times per month. Another quarter stated that the situation occurred in excess of six times per month. Only four percent reported that, in an average month, they did not arrive late to school or leave early because of child care problems.

TABLE III.4

NUMBER OF TIMES A MONTH RESPONDENTS REPORTED ARRIVING LATE TO SCHOOL OR LEAVING EARLY BECAUSE OF CHILD CARE PROBLEMS

No. Of Times	Percentage
0	4%
1	18%
2	16%
3	14%
4	10%
5	10%
6-7	7%
8-9	5%
10-14	10%
15-19	3%
20 or more	3%
TOTAL	100%

Other Access Issues

A third of all student parents stated that child care concerns created "much" or "great difficulty" in their ability to schedule and complete desired or required classes. Three-out-of-ten students reported that they experienced "no difficulty" doing so. While a quarter of all students said child care concerns resulted in "much" or "great difficulty" in their motivation to persist in school, a third of all student parents believed that child care had no impact.

Students were nearly equally divided in terms of the relationship of child care and their financial ability to remain in school, with 37 percent stating it created "no difficulty", 30 percent "some" or "moderate difficulty", and 32 percent "much" or "great difficulty".

When asked about the relationship between child care problems and their achievement of academic goals, 43 percent of all student parents stated that they experienced "some" or "moderate" difficulty, nearly a third (31 percent) experienced "much" or "great difficulty", and a quarter (26 percent) reported no difficulty.

In summary, our review of the overall survey responses indicated that student parents experience the greatest difficulty in terms of the size of the course load that they are capable of carrying and time they are able to devote to studying. Child care problems impacted their class attendance, motivation to persist in school and academic performance to a lesser degree. Child care issues also created financial concerns for about one-third of student parents.

Examining Sub-populations of Student Parents

The data analysis also examined the impact of child care on the access of sub-populations of student parents. Specifically, gender, age, ethnicity, undergraduate vs. graduate status, full- or part-time enrollment, family structure, and family income were considered in assessing student parent access to education.

Gender. In general, males were more likely to report that they experienced "no difficulty" as a result of child care concerns in terms of class attendance (40 percent for males vs. 30 percent for females). Likewise they were more likely to have less difficulty scheduling or completing classes and feeling motivated to perform or persist in school. Female student parents were more than twice as likely to find child care concerns negatively impacting the course load they were able to carry. Likewise, they reported greater difficulty finding study time. No major differences were found between male and female student parents in terms of their ability to remain in school and achievement of their academic goals.

Age. In terms of student parent access to higher education, age was found to be a factor. Those in the 17 to 20 age group were significantly less likely to report difficulty in terms of class attendance, size of course load, finding study time, scheduling and completing classes, motivation, school performance, financial ability to remain in school, and achievement of academic goals. The other group indicating less difficulty with these issues was student parents over 35. Those between the ages of 21 to 24 (10 percent of the student parent population) and 25 to 34 (54 percent of the population) reported the greatest difficult in terms of access. Specifically, in the 21 to 24 age group more than half said that they had "much" or "great difficulty" in terms of their financial ability to remain in school.

Ethnicity. In terms of ethnicity, there was much polarization in the responses. A greater proportion of Asians reported a "moderate" degree of difficulty in terms of access to education. In contrast, Blacks, Hispanics, and Whites all were significantly more likely to report that there was either "no difficulty" or "great difficulty" in terms of access to CSU.

Undergraduate vs. Graduate Status. Among all student parents, undergraduates reported significantly greater access difficulty across all areas (see survey instrument, question 25, in Appendix A).

Full or Part-time Enrollment. In comparing student parents in terms of full- or part-time enrollment, those enrolled part-time were more likely to have no difficulty in attending class, financing their education, and performing well in school. Few differences were found between part-time and full time enrolled students in terms of child care concerns impacting the size of their course loads, amount of study time, scheduling of classes, motivation, and their achievement of academic goals.

Family Structure. In terms of access, student parents, whether married or single, reported similar concerns. However, the greatest differences between the two is the concern of single parents in regards to their ability to finance their educations. Nearly half of all single parents reported that child care problems generated "much" or "great difficulty" in this area. Another major difference was the greater difficulty experienced by married student parents in finding study time.

Family Income. Student parents were asked to state their total gross annual household income. These outcomes were then compared to access issues. The findings resulted in a bi-modal distribution. Those *less likely* to report difficulty were either low income (under $15,000 annual income) or high income ($35,000 or more). Student parents most likely to report access problems were in the $15,000 to $19,000 income range. Specifically, in terms of course load, study time, school performance and financial ability, this income group identified access concerns. Students in the $20,000 to $24,000 income range voiced many of these same concerns, but not to the same extent.

METHODOLOGY FOR SURVEYS OF DROP-OUTS AND NON-ENROLLING APPLICANTS

In assessing the impact of child care concerns upon students' access to the CSU, two groups were considered to be of particular importance: 1) Students who had dropped out of the system; and 2) persons who had applied and been admitted to the CSU, but who did not subsequently enroll. Key issues in assessing the impact of child care upon access involved determining whether child care problems caused students to drop-out of the system or prohibited persons who would otherwise be qualified to enroll from doing so. Statewide surveys were conducted in order to determine what impact child care needs had upon access for both these groups.

The survey instruments for the dropouts and non-enrolling admittees were designed to closely resemble those used in the survey of current students mentioned above and to provide the same general types of information. Copies of the instruments are included in Appendix D and E.

The samples for the dropout and applicant surveys were selected using a methodology identical to that employed in the survey of current students. For the dropout survey, a random stratified sample of 200 students who attended the CSU in Spring, 1987 but who did not return in Fall, 1988, was selected from each campus. The variables upon which the sample was stratified were the same as those used in the sampling of current students, and included: 1) Graduate vs. undergraduate status; 2) part-time vs. full time status; 3) age, using the values of less than 21, 21-24, 25-34, and 35+; 4) ethnicity, using the values of White, Black, Hispanic, Asian, and Other. For the sample of non-enrolling applicants, only 3 variables were used in the stratification process (1, 3, and 4 above) since part-time vs. full time status could not be determined for applicants who did not enroll.

Following the generation of the dropout and non-enrolling admittee samples by Chancellor's Office staff, requests for mailing labels for the students and applicants included in the samples were sent to the individual campuses. All 19 campuses provided 200 labels each for the dropout survey, yielding a total sample size of 3800. For the survey of non-enrolling admittees, however, only 16 campuses were able to provide labels by the deadline established by Chancellor's Office and ETI staff, for a total sample size of 3200.

Both surveys produced an extremely low response rate. For the dropout survey, a total of 139 surveys were returned by mail. In order to increase the response rate and obtain a measure of what proportion of dropout students had children, ETI conducted a follow-up telephone survey of non-respondents. Telephone numbers for those students having listed numbers (approximately 51% of the total original sample) were obtained from directory assistance. When contacted by telephone, respondents were asked if they had children and those who responded positively were asked to complete the questionnaire over the telephone. In total, telephone contact was made with 400 students, of whom 351 (87%) reported that they did *not* have children, and 49 (13%) of whom had children and completed the survey by telephone. Through combining the mail and telephone responses, a total of 188 completed questionnaires from dropouts having children were available for analysis, for a total response rate of 5%.

The mail survey of the sample of the 3200 non-enrolling applicants also produced a poor response rate, with a total of 107 questionnaires returned (3% response rate). Due to time and budget limitations of the project, a telephone follow-up of non-respondents was not conducted for this survey group.

Given the low response rates for both the survey of dropouts and non-enrolling applicants, great caution must be taken in interpreting the survey outcomes. In addition, we present only overall response frequencies because cross tabulations of the data were not meaningful given the small number of responses.

Findings

Dropouts

The outcomes of the analysis of the survey of drop-outs are presented in full in Appendix D and E. The 188 dropouts responding included a two-to-one ratio of females to males. Nearly half of all respondents were in their 30s; half were White, and nearly three-quarters were currently married. The students responding represented all 19 CSU campuses. Two-thirds had been part-time students, with 80 percent receiving financial assistance through the campus. Nine out of ten dropouts were upper-division or graduate students.

While enrolled at CSU, more than two-thirds had worked, with nearly half of this group working 40 hours per week. Fifty percent of all dropouts reported an annual income in excess of $25,000 in spring 1987. However, more than a quarter of the respondents reported an annual income of less than $15,000.

Survey respondents had a total of 205 children under the age of 15 living with them at least half-time while they were attending the CSU in the Spring, 1987. Table III.5 presents the age distribution of these children. Nearly half of the former students had one child living with them, and approximately 30% had two children in residence.

TABLE III.5

AGE BREAKDOWN OF RESPONDENTS CHILDREN

N = 205

Age Group	Percentage
Under 2 years old	18%
2 years to 5 years old	29%
6 years to 11 years	37%
12 years to 15 years old	17%
TOTAL	101%

Note: Due to rounding, totals may not equal 100%.

Table III.6 presents data on the primary child care utilized by respondents while they were enrolled at school. The two primary forms of care were spouses or partners (32 percent); or a neighbor, adult babysitter, relative, or friend (25 percent).

TABLE III.6

PRIMARY CHILD CARE PROVIDERS FOR FORMER STUDENTS

N=140

Child Care Provider	Percentage
Spouse or partner	32%
Other child care (e.g., neighbor, adult babysitter, relative, friend)	25%
Non-CSU child care center or nursery school	19%
Other	14%
Child cared by person under 18 or by self	9%
CSU's Children's Center	1%
TOTAL	100%

In terms of child care costs, more than a third of the dropouts reported that there were no weekly costs while they were enrolled as students at CSU, and another 19% reported paying less than $30 per week (See Table III.7). This pattern of responses is in keeping with the primary methods of child care reported.

TABLE III.7

WEEKLY CHILD CARE COSTS FOR SURVEY PARTICIPANTS

N = 159

Weekly Cost	Percentage of Respondents
None	35%
$30 or less	19%
$31 - 60	21%
$61 - 90	12%
$91 - 120	9%
$121 - 199	1%
$200 or more	3%
TOTAL	100%

Nearly six-out-of-ten CSU dropouts were aware that child care facilities on campus are available for students. However, over 70 percent of the students reported that they did not contact their campus child care facility while enrolled at CSU.

Survey respondents were asked to identify how child care concerns impacted various aspects of their school experience. Table III.8 summarizes their responses. While a third of the students stated that child care did not affect class attendance, over half believed that it did to a "small" or "some" extent. In addition, more than a third of the dropouts reported that child care issues impacted the course load they were capable of carrying to a "large" or "great" extent. The primary reason reported for reduced course load was difficulty in scheduling classes with their children's schedule.

TABLE III.8

IMPACT OF CHILD CARE PROBLEMS UPON DIFFERENT ASPECTS OF DROPOUTS' CSU EXPERIENCE

ASPECTS	NO IMPACT	SMALL IMPACT	SOME IMPACT	LARGE IMPACT	GREAT IMPACT	TOTAL
Class Attendance	31%	26%	24%	12%	7%	100%
Course load capable of carrying	22	23	23	23	9	100
Time able to devote to studying	14	22	33	22	9	100
Ability to schedule and complete desired or required classes	23	22	25	21	9	100
Motivation to persist in school	30	16	22	16	16	100
Academic performance	28	24	25	17	6	100
Financial ability to remain in school	33	14	28	11	14	100
Achievement of academic goals	26	23	24	16	11	100

Approximately one-third of all respondents reported that child care negatively impacted to a "large" or "great" extent their: amount of study time; ability to schedule and complete classes; motivation to persist in school; academic performance; financial ability to remain in school; or achievement of academic goals.

Despite the extent to which child care issues impacted their experiences at the CSU, however, 52% of drop-outs reported that the availability of child care was not a factor in their decision to withdraw from the CSU, and an additional 19% reported that it was only a small factor in their decision making. (See Table III.9)

TABLE III.9

HOW MUCH OF A FACATOR WAS THE AVAILABILITY OF CHILD CARE TO WITHDRAW FROM THE CSU

N = 180

Response	**Percentage of Respondents**
Not a Factor	52%
Small Factor	19%
Moderate Factor	11%
Large Factor	11%
Primary Factor	8%
TOTAL	101%

Note: Due to rounding, totals may not equal 100%.

More than three-quarters of the dropouts reported that they had not enrolled in another school since leaving the CSU. Of those who did enroll at another institution, only 15 percent listed availability of child care as a "large" or "primary" factor in their decision.

Of those who had not enrolled in another institution, one-third stated that child care concerns limited their ability to currently continue their education to a "large" or "great" extent. Another third of this group believed this was not an issue.

Non-enrolled Applicants

The survey of individuals who were admitted to the CSU but did not subsequently enroll yielded 107 responses from parents. The respondent group included a nearly three-to-one ratio of females to males. More than half of all respondents were in their 30s. Nearly 40 percent were White, with Hispanics numbering approximately one-fourth of the total group. Three-fourths of all respondents were married, with more than 85 percent having applied to be upper division or graduate students.

Nearly half of the responding applicants had only one child under 15 living with them at least half-time when they applied to CSU. Another quarter of the applicants had two children living with them. Twenty percent had three or more children. One-in-four responding applicants had a child under two years of age. One-in-three had a child between the ages of two and five; nearly half had a child between the ages of six and eleven; and one-fifth of the respondents had a child between the ages of 12 and 15.

Those participating in the survey had applied to 17 different CSU campuses for enrollment in fall 1987. Two-thirds had intended to enroll part-time, with nearly 80 percent requesting financial assistance. Four-out-of-ten respondents reported that their intention had been to work full time while enrolled at CSU. A third stated that they had planned to work part-time, while a quarter had not planned to work.

Nearly sixty percent of those responding to the survey reported that their household makeup at the time they applied to CSU included two adults, only one of whom was a student. More than half of the respondents reported an annual income in excess of $25,000 at the time of applying to CSU. However, a quarter of the applicants reported an annual income of less than $15,000.

Table III.10 summarizes applicants' plans for child care while they were to be enrolled in school. Approximately 36% planned for their spouse or partner to provide care, while 21% reported they planned to use a child care center or nursery school. Only 33% of respondents were aware, however, that CSU campuses operated child care centers. Only 10 percent of the applicants contacted the campus child care facilities at the CSU campuses to which they applied.

TABLE III.10

CHILD CARE PLANS OF NON-ENROLLING APPLICANTS

N = 107

Child Care Provider	Percentage
Spouse or partner	36%
CSU's Children's Center	1%
Non-CSU child care center or nursery school	21%
Child cared by person under 18 or by self	6%
Other child care (e.g., neighbor, adult babysitter, relative, friend)	20%
Child to look after self	7%
Uncertain	8%
Other	1%
TOTAL	100%

Table III.11 summarizes applicants responses when they were asked how much of a factor the availability of child care was in their decision not to enroll at a CSU campus. In comparison to drop-outs, a higher percentage of applicants reported that child care was a factor in their decision making process. Roughly one-third of respondents said it was a large or primary factor.

TABLE III.11

HOW MUCH OF A FACTOR WAS THE AVAILABILITY OF CHILD CARE IN YOUR DECISION NOT TO ENROLL/RE-ENROLL AT A CSU CAMPUS?

Response	Dropouts	Applicants
Not a Factor	52%	32%
Small Factor	19%	13%
Moderate Factor	11%	22%
Large Factor	11%	19%
Primary Factor	8%	13%
TOTAL	101%	99%

Note: Due to rounding, totals may not equal 100%.

While approximately a third of the dropouts stated that the availability of campus-sponsored child care would influence them to a large/great extent to continue their education at a CSU campus, among applicants that figure climbed to nearly 45 percent. Furthermore, when asked to what extent child care concerns limited their ability to pursue education, nearly half of the applicants reported that this was true to a "large" or "great" extent. Only 15 percent reported that it was "not at all" a factor. In contrast, 34% of drop-outs reported that child care concerns in no way limited their ability to pursue their education (See Table III.12.)

TABLE III.12

TO WHAT EXTENT DO CHILD CARE CONCERNS LIMIT YOUR ABILITY TO PURSUE YOUR EDUCATION?

Response	Dropouts	Applicants
Not a Factor	34%	15%
Small Factor	13%	14%
Moderate Factor	20%	24%
Large Factor	18%	23%
Primary Factor	16%	23%
TOTAL	101%	99%
N =	181	104

Note: Due to rounding, totals may not equal 100%.

More than three-quarters of all applicants who did not enroll at CSU did not enroll at another college or university for fall 1987. Of the quarter that did, more than half attended a community college. Over half reported that the availability of child care was "not a factor" in their decision to enroll at another institution.

CONCLUSIONS

The survey of current students revealed that approximately 17% of CSU students are parents with children 15 years old or younger, and that 71% of these parents utilize child care. Of all student parents, approximately 37% (6% of the total CSU student population) dropped out for one or more terms because of child care related problems. In addition, anywhere from 16% to 55% of student parents (2% to 9% of the total CSU student population) experience major or great difficulty in some aspect of their education because of child care concerns. **We would conclude that child care concerns impact to some extent student parents' ability to pursue their education, and in some instances severely so.**

Conclusions regarding both CSU student parent drop-outs and non-enrolling applicants must be viewed in light of the low response rates of both of these groups. More than half (52%) of drop-outs reported that the availability of child care was not a factor in their decision to withdraw from the CSU, and an additional 19% reported that it was only a small factor in their decision making.

Among non-enrolling applicants, the availability of child care was a greater factor in influencing their decision to pursue an education at CSU. Roughly one-third of the respondents said it was a large or primary factor. In addition, while 70 percent of the drop-outs were aware of CSU child care facilities, only one-third of the non-enrolling applicants were familiar with the centers. Thus, the issue of child care was found to be a greater factor influencing student parents to not enroll at CSU than it was in influencing individuals' decision to drop out.

CHAPTER IV

CHILD CARE SUPPLY AND DEMAND AT CSU AND AMONG THE GENERAL POPULATION

METHODOLOGY

Introduction

The objective of this chapter is to project the child care needs of CSU students and employees annually for the next decade and compare it to the anticipated availability of child care services in the surrounding community. Competing demand for these services will also be considered as this demand directly affects the remaining supply of care available to the CSU population. For the purpose of this study, the term "surrounding community" is defined as the county in which the CSU campus is located. Analysis was done at the county level in order to most accurately compare supply with demand. Although supply data were available by smaller geographic subdivisions, the data needed to project demand were available only by county in the form of Department of Finance population projections in single years to the year 1998. Another reason to use county-based data is that enrolled students live not only on or near campus, but also commute from other areas throughout the county.

Child Care Supply

For the first time, reliable information is now available on the total number of licensed child care spaces in centers and family day care homes in California. This information was collected in 1987 by the California Child Care Resource and Referral Network to be used as a planning tool in implementing the State mandated welfare reform (GAIN) program. Figures on the total capacity of these programs are available by county. Figures on the current enrollment by the age group of children (0-2 years, 2-5 years, 6-12 years) are also available. We have applied the proportion of children enrolled in each age group to the total capacity figures to give an estimate of the total number of spaces available for each age group of children.

We do not feel that there is a reliable way at this time to create a mathematical model to project the supply of child care over the next ten years. This is because only limited and unreliable information is available for the past four years on total licensed capacity through the Community Care Licensing Division of the Department of Social Services in Sacramento. Because of the methods by which these data were collected, we are uncertain of their reliability. Also, as trend information, they are quite limited since the data are available only for 1984-1988. Supply has increased or decreased in different counties within a range of 0-3%. Thus, no clear pattern is evident. Therefore, trends in public policy, in private sector expansion, and overall market growth will be included in a discussion of factors which may have an impact on supply in the future.

Summa Associates reviewed the available literature on public policy trends with reference to child care and recognized that the field is in a state of flux and that limited policy projections are available. One means of projecting trends into the future is to do a retrospective study of past activity. This is the approach taken with information on licensed capacity from the Department of

Social Services. Information from 1984 through 1988 showed a nearly constant supply, with minor variation from year to year.

The Department of Education's Child Development Division was contacted concerning projected changes in policy affecting subsidized child care and the number of children receiving care. The Assembly Office of Research was also contacted regarding the need for subsidized child care and current level of service in the State.

With reference to private child care, the Resource and Referral Network and other public policy experts were called concerning the liability insurance crisis of 1983 through 1985 and its negative impact on supply of child care. The future growth of the large child care providers and child care chains, such as Kinder-Care Learning Centers, was reviewed. In addition, the development of employer-supported child care options, including on-site centers for employees, was analyzed for its contribution to the future child care supply. This information is available from research completed by Summa Associates.

CSU Child Care Demand

Data regarding the current demand for child care services among the CSU student and employee populations were gathered by the survey described in Chapter II. The data gathered enumerated when care was needed and current child care arrangements. Information was also collected on how well child care needs are currently being met.

Student enrollment rates were the basis for the projection of child care demand within The California State University system over the next ten years. Because of limitations of data from the Department of Finance, it was determined that reliable projections of child care need could be made for only an eight rather than a ten-year period. Projecting the need for child care among the CSU student and employee populations annually for the next decade would have indicated a projection to the year 1998. Student enrollment projections, broken down by gender and graduate/undergraduate status, extend only to the year 1996. This falls two years short of the projection proposed in the Request for Proposal. The Department of Finance, the agency responsible for preparing CSU enrollment projections, assured that no enrollment projection data are available beyond 1996. Therefore the projection of student demand spans an eight-year period.

There is limited information available on employment projections within the CSU system. What is available was provided by the Office of Faculty and Staff Affairs in the Chancellor's Office. There is not, however, comparable information on part-time faculty and staff through the CSU system. As a result, complete data are not available through 1998 on which to base a ten-year projection for employees. Summa Associates, Inc. was advised by CSU personnel that employment will increase at the same rate as student enrollment. The employee projections, therefore, would have to be based on increases in student enrollment which are projected to increase a total of only 0.5% by 1996. Because enrollment will increase by so little, and because information on CSU hiring patterns is limited, we do not feel that a projection of employee need is either possible or warranted for the purposes of this study.

Demand in Surrounding Communities

To determine demand for child care at the county level, California Department of Finance population projections of children aged 0-12 were used, as well as U.S. Bureau of Labor Statistics figures on the proportions of children aged 0-12 with working parents. Because all supply data were available in age groups of 0-2 years of age, 2-5 years of age, and 6-12 years of age, the population projection and labor statistics data were obtained by single years and collapsed into these groupings.

National trends from 1977-1987 were examined regarding the proportions of children with working parents. Because increases in the proportion of children with parents in the labor force have been so steady over the past decade, and show no signs of slowing, it was assumed that the same average annual rate of increase will be likely to continue through the next ten years. These projected proportions of U.S. children whose parents will be in the labor force were applied to population projections of the total number of California children by age group and by county through the year 1998. A comparison of our projection of the proportion of children with working parents to Bureau of Labor Statistics projections in female labor force participation rates over the next ten years indicates that our projection is consistent with Bureau of Labor Statistics projections of female labor force participation.

At this point, we assumed that only 50% of the California children whose parents are in the labor force would use a formal licensed child care arrangement. More parents may desire to use formal care, but are not using it for a number of reasons, which may include cost or availability. This 50% figure is an "anecdotal" assumption used by the Senate Office of Research to estimate current need. It is recommended by the California Child Care Resource and Referral Network. We applied the 50% figure to our projection of child care demand over the next 10 years.

These findings appear to be consistent with the one other projection of child care need done nationally. This study, by Hofferth and Phillips[1], uses a simple linear regression to predict the values for the proportions of children with working mothers to the year 1995. Our figures vary only slightly from these in that Hofferth and Phillips predict a slightly higher rate of increase in the proportion of school-age children with working mothers, and a lower rate of increase for children under two years of age. This difference might be explained, in part, by the fact that we have included all working *parents* in the estimate, whereas their estimate is based only on the numbers of working *mothers* in the labor force.

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[1] Hofferth, Sandra L. and Phillips, Deborah A., "Child Care in the United States, 1970 to 1995," *Journal of Marriage and the Family*, 49 (August 1987): 559-571.

Definitions

This chapter of the report compares the demand for child care by CSU students with the availability of services at the campuses. In addition, the supply and demand of care among the general population is also presented here, in order to determine the extent to which community services are available to students and employees. If community services are available and could be made more accessible to CSU students and employees, additional services at the campuses might not be warranted. The availability of these external community services for CSU depends in large part on competing demand for these services, which was also considered in the analysis and is discussed here.

The chapter is divided into three sections. The first section examines the supply and demand for child care services in the counties surrounding the CSU campuses. This comparison enables us to evaluate whether space is available to CSU parents in surrounding communities or whether competing demand in surrounding communities limits student and employee access to care. We have also projected this comparison into the future. The projection of future supply of child care includes an analysis of trends in child care which will affect the development of supply.

The second section compares the demand for care at CSU with the supply of child care provided by the campuses. It contains an estimate of future CSU student demand as well, to aid the University in planning.

Finally, in the third section, we make a comparison of the level of child care service provided by CSU to its students and employees with the level of care available to the population generally in surrounding communities.

To do this analysis, we have examined CSU as a separate unit within the larger surrounding community of the county and have made comparisons between the two populations with regard to need for services, supply of care, and future need and supply. In this way, we were able to evaluate how the level of care provided to CSU students compares with the level of care provided and made available to the population generally.

CHILD CARE NEED IN SURROUNDING COMMUNITIES

Introduction

This section is concerned with assessing both the supply of child care in the counties in which CSU campuses are located and competing demand for these services by the general population.

We have developed a methodology for projecting current and future supply/demand at the county level. Although current data on supply are available, projecting the supply of child care that will be available in the future is more complex. Rather than attempting a numeric projection (which we feel is not feasible given data limitations), we have included a discussion of a range of factors which may have an impact on changes in the supply of care over the next decade.

This section of the chapter has been designed to answer two questions. First, is there an existing supply of child care space in communities surrounding CSU campuses which is available to CSU students and employees and is this supply adequate to meet the needs of the CSU population? Second, to what extent (if any) do CSU students and employees compete with the existing community for this supply of child care space and does competing demand within the surrounding communities limit CSU access to child care services?

Some of these answers will come in a comparison of the level of services provided to CSU students and employees with the level of care available to the population in general. This discussion follows in the fourth section of this chapter "Comparison of CSU to General Population." In this section we report estimates of the current and future demand for and supply of child care services in surrounding communities. From this we can ascertain whether or not available space exists for the CSU population. If a deficit in space exists in the general community, we can develop an understanding of the extent to which CSU students and employees must compete for space.

Community Demand for Child Care Space: Current and Future

In order to ascertain the current need for child care space and to project demand through the next decade, we have considered three factors. First, how many children are living now or will be living in CSU counties? What is the total population of children and how will it change over the next ten years? Second, how many of these children have parents who are working and how many will have working parents ten years from now? Finally, how many of these children with working parents can be expected to seek out a formal child care arrangement?

Total population figures come from the California Department of Finance. At the county level, population projection figures are available in single years (one year olds, two year olds, etc.) until the year 2000. We have used these figures from 1988 through 1998.

Data on the proportion of children who have one (if single) or both (if married) parents in the labor force comes from the U.S. Bureau of Labor Statistics. These data are available, also in single years, from 1975 through 1987. We have examined trends over the past ten years and made a projection to 1998 based on labor force patterns over the previous decade.

Assumptions regarding parents' willingness to seek out a formal child care arrangement (care other than by a relative) for their children are those used by the California Child Care Resource and Referral Network and by the California Senate Office of Research in predicting child care need.

Although we have not projected supply of care, we have compared current supply with current demand. Data on current supply of care come from a recent inventory of all licensed centers and family day care providers conducted in 1987 by the California Child Care Resource and Referral Network. Because all supply data comes in age groupings, we have arranged all demand data accordingly. The data presented here have been broken down into three age groups of children: 0-2 years old, 2-5 years old, and 6-12 years old. Each age group requires a different kind of care and licensing regulations are different for each. Also, need for care can vary by age group.

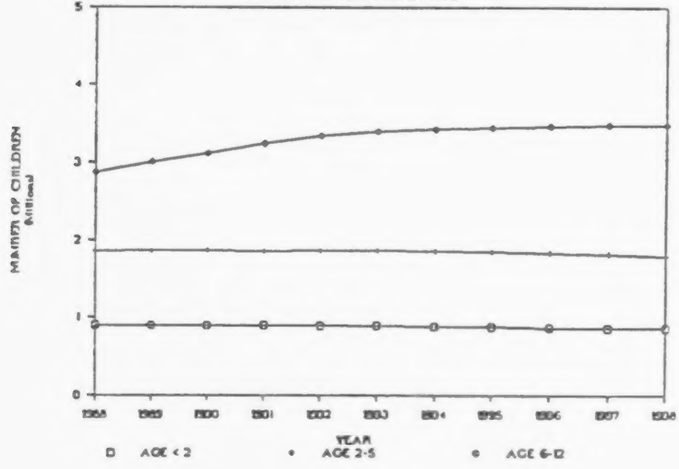
Projecting Demand for Care

In order to illustrate the method by which this projection was made, we have first provided examples using statewide data. Graphs IV.1-IV.3 indicate 1) the total projected population of California children over the next decade, 2) how many of these will have all parents in the work force, and 3) of these, how many will have parents who seek out a formal child care arrangement. As can be seen from the graphs, the demand for school-age care will show the greatest increase over the decade. Today, over 900,000 children need child care, whereas in 1998 about 1,350,000

GRAPH IV.1

TOTAL PROJECTED POPULATION OF CHILDREN

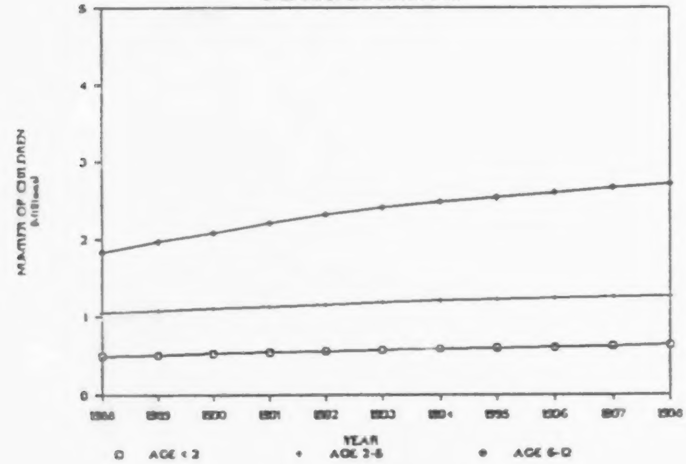
CALIFORNIA 1988-1998, BY AGE



GRAPH IV.2

TOTAL CHILDREN WITH WORKING PARENTS

CALIFORNIA 1988-1998, BY AGE



GRAPH IV.3

TOTAL CHILDREN WHO WILL NEED CHILDCARE

CALIFORNIA 1988-1998, BY AGE

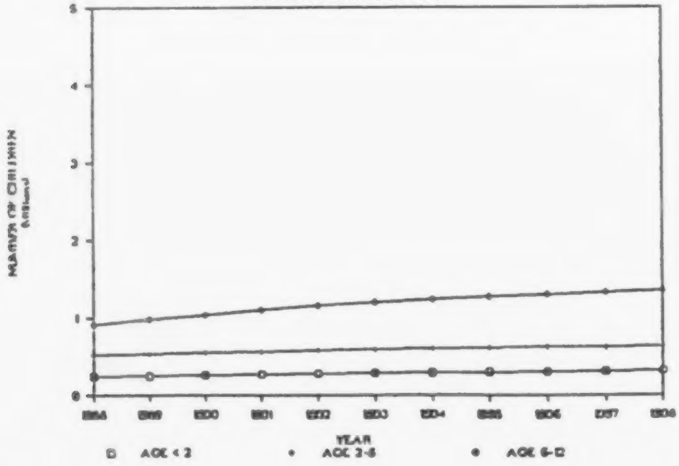


TABLE IV.1

PROJECTION OF CHILDCARE NEED FOR THE STATE OF CALIFORNIA
YEARS 1988 THROUGH 1998

YEAR	TOTAL POPULATION CALIFORNIA CHILDREN YEARS 1988-1998 BY AGE				CALIFORNIA CHILDREN WITH WORKING PARENTS YEARS 1988-1998 BY AGE				CALIFORNIA CHILDREN WHO WILL NEED CHILD CARE YEARS 1988-1998 BY AGE			
	AGE <2	AGE 2-5	AGE 6-12	TOTAL	AGE <2	AGE 2-5	AGE 6-12	TOTAL	AGE <2	AGE 2-5	AGE 6-12	TOTAL
1988	901,726	1,060,253	2,873,875	5,635,854	486,030	1,052,903	1,836,406	3,375,340	243,015	526,452	918,203	1,687,670
1989	897,799	1,061,747	3,011,658	5,771,204	500,972	1,079,813	1,966,613	3,547,398	250,486	539,907	983,306	1,773,699
1990	899,869	1,066,751	3,121,323	5,887,943	519,224	1,108,850	2,081,922	3,709,997	259,612	554,425	1,040,961	1,854,998
1991	900,401	1,055,344	3,244,262	6,000,007	536,639	1,128,049	2,209,342	3,874,031	268,319	564,025	1,104,671	1,937,015
1992	897,224	1,061,720	3,341,343	6,100,287	551,793	1,157,990	2,322,233	4,032,016	275,896	578,995	1,161,117	2,016,008
1993	892,053	1,062,258	3,401,218	6,155,529	565,562	1,184,396	2,411,464	4,161,421	282,781	592,198	1,205,732	2,080,711
1994	885,071	1,058,251	3,428,944	6,172,266	577,951	1,207,863	2,479,127	4,264,941	288,976	603,932	1,239,563	2,132,471
1995	878,040	1,050,062	3,450,521	6,178,623	590,043	1,228,441	2,543,034	4,361,518	295,021	614,221	1,271,517	2,180,759
1996	870,584	1,035,697	3,466,263	6,172,544	601,574	1,244,603	2,603,164	4,449,340	300,787	622,301	1,301,582	2,224,670
1997	864,489	1,020,356	3,484,455	6,169,300	613,787	1,259,686	2,665,608	4,539,082	306,894	629,843	1,332,804	2,269,541
1998	866,157	1,798,877	3,481,977	6,147,011	631,428	1,270,007	2,712,460	4,613,896	315,714	635,004	1,356,230	2,306,948
CUMULATIVE INCREASE #	(35,569)	(61,376)	608,102	511,157	145,398	217,104	876,054	1,238,556	72,699	108,552	438,027	619,278
%	-3.9%	-3.3%	21.2%	9.1%	29.9%	20.6%	47.7%	36.7%	29.9%	20.6%	47.7%	36.7%

SOURCE: STATE OF CALIFORNIA, DEPARTMENT OF FINANCE, POPULATION RESEARCH UNIT, "PROJECTED TOTAL POPULATION FOR CALIFORNIA, IN SINGLE YEARS," BASELINE 1986; U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, UNPUBLISHED MATERIALS, "LABOR FORCE STATUS OF FAMILY HEADS BY PRESENCE AND AGE OF CHILDREN, TOTAL CHILDREN BY SINGLE YEARS OF AGE," TABLES FROM MARCH SUPPLEMENT, 1977 THROUGH 1987.

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will need services. This is an increase of 48% over the decade. For children under six, the increase will not be as great, and the number will grow from 769,000 children today to 950,000. This is a 23% increase over ten years (also see Table IV.1).

To arrive at this projection, we first examined labor market trends. We found that while, in 1978 only 48% of American children lived in families with all parents working, by 1987 the figure had risen to 61%. Further, if the trend continues, by 1998 76% of American children will have all parents working. The figures are even more astonishing when separate age groups of children are examined. For instance, in 1977 only about one third (33%) of all children under the age of two had working parents. By 1998, approximately 73% of all American infants and toddlers will have working mothers and fathers (Tables IV.2-IV.4).

TABLE IV.2

PERCENT OF CHILDREN IN THE UNITED STATES WITH ALL PARENTS IN THE WORKFORCE 1977-1987

Single Heads of Household in the Workforce or Husband-Wife Families with both Parents in the Workforce

Year	Age of Children			
	Age 0-2	Age 2-5	Age 6-12	Under 17
1977	33.2%	41.2%	48.7%	47.5%
1978	37.3%	43.7%	51.5%	49.8%
1979	39.5%	45.2%	53.4%	51.5%
1980	39.9%	46.6%	54.5%	52.9%
1981	42.4%	48.4%	56.6%	54.1%
1982	43.9%	48.6%	57.2%	55.2%
1983	44.5%	50.0%	57.1%	55.2%
1984	46.8%	51.1%	58.1%	56.7%
1985	48.1%	51.9%	59.9%	58.3%
1986	49.2%	53.3%	60.0%	58.8%
1987	52.0%	55.2%	62.5%	61.0%

Source: U.S. Department of Labor, Bureau of Labor Statistics, unpublished materials, "Labor Force Status of Family Heads and Age of Child, in Single Years." Tables from March Supplement, 1977 through 1988.

We derived an average annual rate of increase for the period and assumed that every year for the next ten years the proportion of children with working parents will increase by the same amount as the average annual rate of increase over the past decade (Tables IV.2-IV.4). For a more in depth explanation of the assumptions used, please refer to the methodology.

The proportions described above were then applied to the California population projection figures to estimate how many California children have now and will have working parents. Finally, we assumed that only 50% of children whose parents are in the labor force will seek out a formal child care arrangement. This 50% figure is an "anecdotal" assumption, according to the Senate Office of Research, which is recommended by the California Child Care Resource and Referral Network to estimate current need for services.

TABLE IV.3

CHANGE IN PERCENT OF CHILDREN IN THE UNITED STATES WITH ALL PARENTS IN THE WORKFORCE 1977-1987
Cumulative and Average Annual Increases

	Age of Children			
	Age 0-2	**Age 2-5**	**Age 6-12**	**Under 17**
Cumulative Increase 10-Year Period	18.8%	14.0%	13.8%	13.5%
Average Annual Increase 10-Year Period	1.9%	1.4%	1.4%	1.4%

Source: U.S. Department of Labor, Bureau of Labor Statistics, unpublished materials, "Labor Force Status of Family Heads and Age of Child, in Single Years." Tables from March Supplement, 1977 through 1988.

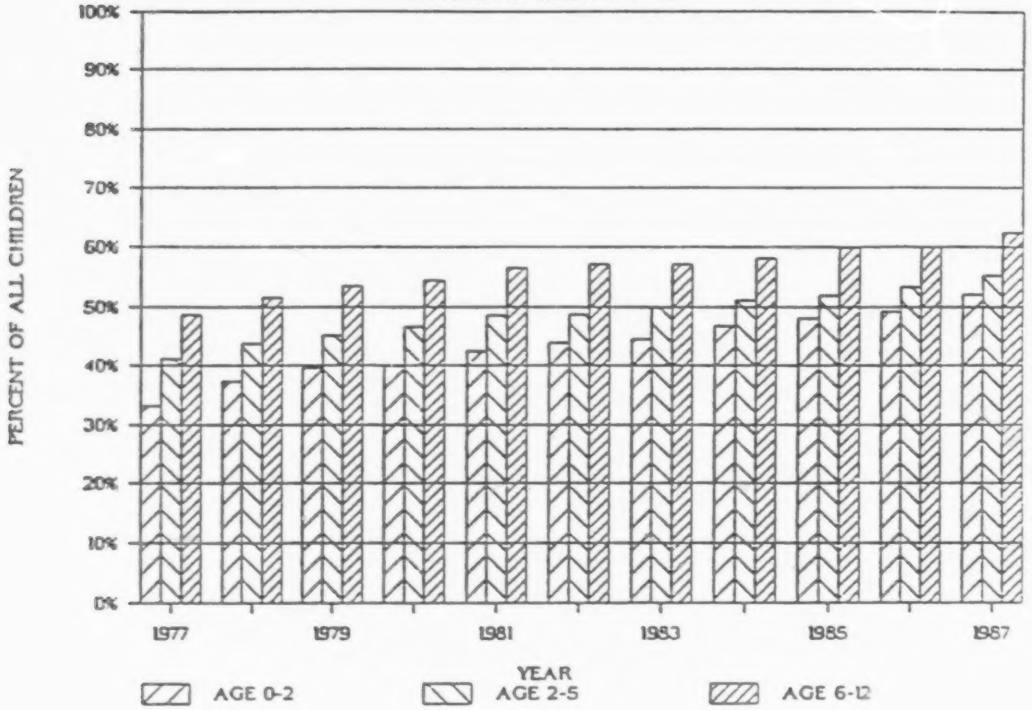
TABLE IV.4

PROJECTED PERCENT OF CHILDREN IN THE UNITED STATES WITH ALL PARENTS IN THE WORKFORCE 1988-1998
Assuming Same Average Annual Rate of Change as Past 10-Year Period

Year	Age of Children			
	Age 0-2	Age 2-5	Age 6-12	Under 17
1988	53.9%	56.6%	63.9%	62.4%
1989	55.8%	58.0%	65.3%	63.8%
1990	57.7%	59.4%	66.7%	65.2%
1991	59.6%	60.8%	68.1%	66.6%
1992	61.5%	62.2%	69.5%	68.0%
1993	63.4%	63.6%	70.9%	69.4%
1994	65.3%	65.0%	72.3%	70.8%
1995	67.2%	66.4%	73.7%	72.2%
1996	69.1%	67.8%	75.1%	73.6%
1997	71.0%	69.2%	76.5%	75.0%
1998	72.9%	70.6%	77.9%	76.4%

Source: U.S. Department of Labor, Bureau of Labor Statistics, unpublished materials, "Labor Force Status of Family Heads and Age of Child, in Single Years." Tables from March Supplement, 1977 through 1988.

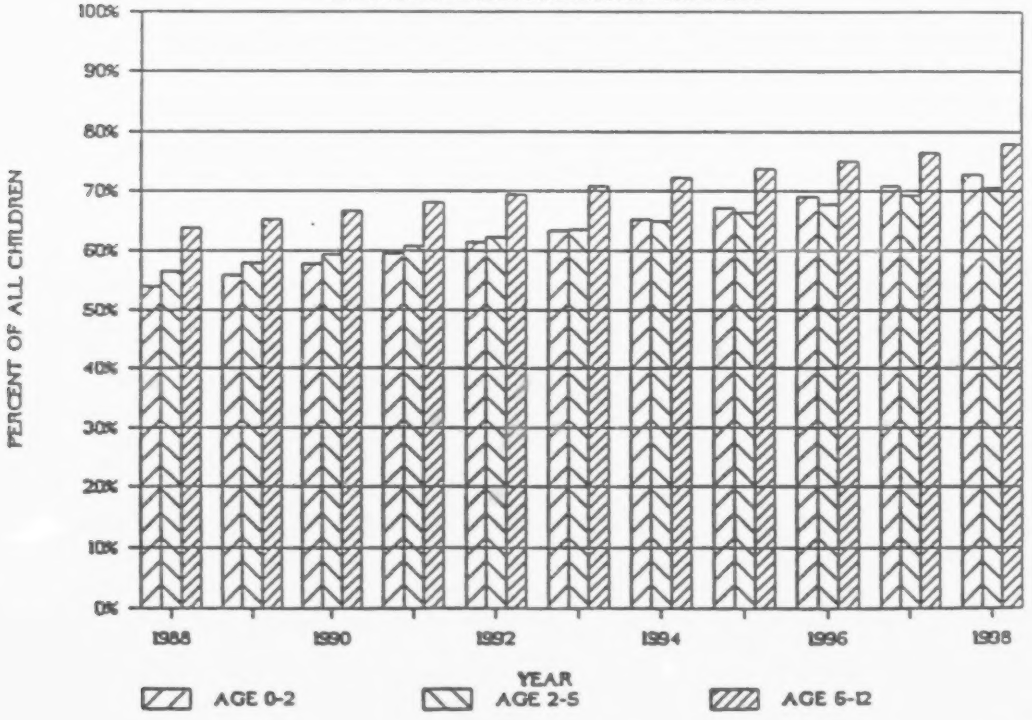
Graph IV.4 illustrates change in labor force participation of American children's parents over the past decade and Graph IV.5 illustrates our projection of what proportion of children will have parents in the labor force over the next decade. This projection is based on the cumulative increase that occurred between 1977 and 1987 in the proportion of children with working parents.



GRAPH IV.4

U.S. CHILDREN WITH WORKING PARENTS

BY AGE OF CHILD, 1977-1987



GRAPH IV.5

U.S. CHILDREN WITH WORKING PARENTS

BY AGE OF CHILD, PROJECTION THRU 1998

Findings

California population projections predict a slight reduction (3%) in the population of children under the age of six over the next ten years. At the same time, the population of children (6-12 years old) is expected to increase by about 20% (see Table IV.1). As the baby boom generation passes its peak fertility, birth rates are expected to fall off. This trend accounts for diminishing population in the younger ages and increased population for children aged 6-12.

In general, statewide trends are mirrored at the county level. Almost all counties in which CSU campuses are located will experience an increase in the population age 6-12 over the next decade. Declines in the population of children under the age of six are expected in Alameda, Fresno, Humboldt, Los Angeles, Orange, San Francisco, and Santa Clara counties. Six counties are expected to experience increases in the number of children under the age of six over the decade. These are Butte, Kern, San Bernardino, San Luis Obispo, Sonoma, and Stanislaus counties (see Appendix F).

Though the population may decrease in some age groups and in some counties, child care need will increase because of the increase in the number of children with working parents. Overall, for all CSU counties combined, the total percentage increase in child care need over the decade will be 33.4% (Table IV.5). In 1998, an additional 424,000 children, living in counties where CSU campuses are located, will need child care. This is in addition to the current 1,271,504 who need care now (Table IV.5).

The increased need will be the greatest for school-age children. Almost 311,000 more school-age children will need child care services in 1998, up 45% from 1988 (Table IV.5).

TABLE IV.5

CHILD CARE NEED IN SURROUNDING COMMUNITIES
All CSU Counties Combined, Years 1988-1998

Year	Age 0-2	Age 2-5	Age 6-12	Total
1988	180,669	397,693	693,142	1,271,504
1989	185,571	405,881	742,962	1,334,414
1990	191,871	414,456	785,933	1,392,260
1991	197,648	419,080	833,710	1,450,438
1992	202,437	429,126	874,328	1,505,890
1993	206,842	437,625	905,516	1,549,982
1994	210,804	444,871	928,280	1,583,955
1995	214,731	450,914	949,521	1,615,166
1996	218,457	455,335	969,569	1,643,361
1997	222,389	459,748	990,199	1,672,337
1998	228,645	462,260	1,004,691	1,695,596
Cumulative Increase				
Number	47,976	64,567	311,549	424,092
Percent	26.6%	16.2%	44.9%	33.4%

Source: See Appendix F: This table represents the total number of children in the population who need licensed child care space, this year and through the next decade. It is a total count for children living in counties where CSU campuses are located.

Approximately 48,000 additional infants and toddlers (under age 2) will require care as will 64,000 more preschool children (age 2-5), increases of 27% and 16%, respectively. As a result, CSU students who are looking for child care space for their children will face a steadily increasing competing demand in communities surrounding CSU campuses.

Five CSU campuses are located in Los Angeles County and this county will require the greatest increase in number of spaces, 140,000, over the decade. Following L.A. County, San Diego County will see an increased need of 59,000 spaces and Orange County, 46,000 spaces. San Bernardino will follow with 42,000 more spaces needed and Santa Clara will need 29,000 additional spaces (Tables IV.6 and IV.7). All other CSU counties will require less than 25,000 more child care spaces in 1998. Only one county, Humboldt, will need fewer than 1,000 new spaces.

TABLE IV.6

INCREASE OR DECREASE IN CHILD CARE NEED, YEARS 1988-1998
By County

County	Age 0-2	Age 2-5	Age 6-12	Total
Alameda	2,375	3,514	16,387	22,276
Butte	597	855	2,645	4,098
Fresno	1,993	2,337	11,232	15,563
Humboldt	135	(56)	488	567
Kern	1,960	3,127	10,185	15,272
Los Angeles	14,332	10,641	114,601	139,573
Orange	4,369	7,969	34,118	46,455
Sacramento	2,832	4,081	14,749	21,662
San Bernardino	6,165	9,860	25,763	41,788
San Diego	6,967	12,148	39,848	58,962
San Fransisco	(35)	(821)	6,796	5,939
San Luis Obispo	841	1,420	3,707	5,967
Santa Clara	3,086	5,616	20,324	29,026
Sonoma	1,067	1,845	4,678	7,590
Stanislaus	1,293	2,032	6,029	9,354

Source: See Appendix F.

These figures on increased demand for child care services in CSU surrounding communities must be considered in light of existing demand and in comparison to supply. The current supply of licensed child care in California provides enough space for only 29% of California children who need a formal child care arrangement (Table IV.8). Supply of care for children age 2-5 covers more of the need (65.0%) statewide, although it is still well below demand. Only 10.4% of school-age children who currently need care, however, can be served by today's licensed supply and only 17.7% of infants and toddlers.

These projections of future demand for care are *in addition to* existing need. If supply of care were to remain fairly constant over the next decade, demand in communities surrounding CSU campuses would increase substantially. Licensing records from the Department of Social Services Licensing Division indicate that the total capacity of child care centers and family day care homes have been fairly constant over the last 4 years, as confirmed by a county-by-county analysis and the total supply of licensed child care, and is expected to remain basically unchanged over the next decade. Based on our projected estimate of need, today's licensed supply would serve only

21% of the estimated 1,695,596 children who will require care in 1998 in the counties surrounding CSU campuses.

TABLE IV.7

PERCENTAGE INCREASE OR DECREASE IN CHILD CARE NEED
YEARS 1988-1998
By County

County	Age 0-2 %	Age 2-5 %	Age 6-12 %	Total %
Alameda	23.5	16.4	41.9	31.5
Butte	46.9	30.0	52.2	44.6
Fresno	33.6	16.9	45.2	34.9
Humboldt	16.2	-2.8	13.7	8.9
Kern	36.0	27.6	54.0	42.9
Los Angeles	19.4	6.1	36.9	25.0
Orange	22.9	20.1	51.2	37.1
Sacramento	35.7	23.5	47.9	38.7
San Bernardino	53.0	39.6	58.6	51.9
San Diego	8.8	30.6	61.4	47.4
San Fransisco	-0.8	-7.9	43.0	19.3
San Luis Obispo	56.6	45.9	68.2	59.6
Santa Clara	24.4	21.7	49.0	36.3
Sonoma	38.5	32.2	45.0	40.1
Stanislaus	42.4	30.7	50.0	43.1

Source: See Appendix F.

Some counties are providing a higher level of care than is provided statewide (Table IV.8). Alameda and San Francisco counties have enough licensed supply to serve 47% and 48%, respectively, of children who need care. It is important to note, however, that child care is a greater need for certain age groups of children than for others. San Francisco County has only enough licensed space to provide for 13% of its infant/toddler need, but is able to provide care for 84% of its preschool population.

Therefore, in assessing the demand for care and in prioritizing the allocation of resources to meet the need, it is very clear that infant/toddler care and school-age care in all CSU counties are in much greater demand than care for preschool-age children.

Graphs IV.6-IV.17 provide a comparison of 1) current and future demand for care and 2) current demand and supply of care. Graph IV.15 shows that the supply of preschool care comes close to meeting the current need in some cases, but current supply will not keep up with future demand (Graph IV.14). For infant/toddler care and school-age care, supply is a small fraction of current demand and it is in these age groups that demand will increase the most substantially over the decade.

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TABLE IV.8

SUPPLY AND DEMAND OF LICENSED CHILDCARE SPACE
By Age Group of Child(ren), By County, Year 1988

COUNTY	CHILDREN AGE 0-2: ESTIMATED NUMBER OF CHILDREN WHO NEED CHILDCARE	CHILDREN AGE 0-2: ESTIMATED NUMBER OF LICENSED CHILDCARE SPACES CURRENTLY AVAILABLE	CHILDREN AGE 0-2: ESTIMATED PERCENT OF CHILDREN WHO NEED CARE FOR WHOM SPACE IS CURRENTLY AVAILABLE	CHILDREN AGE 3-5: ESTIMATED NUMBER OF CHILDREN WHO NEED CHILDCARE	CHILDREN AGE 3-5: ESTIMATED NUMBER OF LICENSED CHILDCARE SPACES CURRENTLY AVAILABLE	CHILDREN AGE 3-5: ESTIMATED PERCENT OF CHILDREN WHO NEED CARE FOR WHOM SPACE IS CURRENTLY AVAILABLE	CHILDREN AGE 6-12: ESTIMATED NUMBER OF CHILDREN WHO NEED CHILDCARE	CHILDREN AGE 6-12: ESTIMATED NUMBER OF LICENSED CHILDCARE SPACES CURRENTLY AVAILABLE	CHILDREN AGE 6-12: ESTIMATED PERCENT OF CHILDREN WHO NEED CARE FOR WHOM SPACE IS CURRENTLY AVAILABLE	TOTAL UNDER 12: ESTIMATED NUMBER OF CHILDREN WHO NEED CHILDCARE	TOTAL UNDER 12: ESTIMATED NUMBER OF LICENSED CHILDCARE SPACES CURRENTLY AVAILABLE	TOTAL UNDER 12: ESTIMATED PERCENT OF CHILDREN WHO NEED CARE FOR WHOM SPACE IS CURRENTLY AVAILABLE
ALAMEDA	10,102	4,398	43.7%	31,632	28,891	91.3%	39,127	8,388	21.4%	80,861	37,679	46.5%
BUTTE	1,273	308	24.1%	2,846	1,711	60.1%	5,065	378	7.5%	9,184	2,397	26.1%
FRESNO	5,933	632	10.7%	13,836	4,507	32.6%	24,677	1,285	5.2%	44,443	6,424	14.4%
HUMBOLDT	837	233	27.9%	1,977	1,732	87.6%	3,566	458	12.9%	6,380	2,423	38.0%
KERN	5,437	558	10.3%	11,331	5,662	50.0%	18,852	1,130	6.0%	35,620	7,350	20.6%
LOS ANGELES	73,908	7,903	10.8%	173,818	95,596	55.0%	310,309	20,733	6.7%	557,911	124,102	22.3%
ORANGE	19,052	3,556	18.7%	39,728	35,475	89.3%	66,576	9,905	14.9%	125,350	48,936	39.0%
SACRAMENTO	7,928	2,509	31.6%	17,336	13,238	76.4%	30,769	6,907	22.4%	56,033	22,650	40.4%
SAN BERNARDINO	11,638	1,331	11.4%	24,886	11,508	46.4%	43,961	2,706	6.2%	80,477	15,667	19.4%
SAN DIEGO	19,967	4,661	23.4%	39,660	24,203	61.0%	64,853	7,692	11.9%	124,467	36,516	29.4%
SAN FRANCISCO	4,653	603	13.0%	10,365	8,657	83.5%	15,700	5,570	35.5%	30,886	14,830	48.2%
SAN LUIS OBISPO	1,400	325	23.2%	3,091	2,501	80.9%	5,416	417	7.7%	10,011	3,203	32.4%
SANTA CLARA	12,667	2,917	23.0%	25,842	23,170	89.7%	41,650	6,352	15.3%	79,559	32,461	40.8%
SONOMA	2,778	626	22.6%	5,730	5,658	98.7%	10,405	1,206	11.6%	18,909	7,468	39.5%
STANISLAUS	3,069	814	26.5%	6,612	4,044	61.2%	12,051	1,151	9.6%	21,712	6,009	27.7%
TOTAL CSW COUNTIES	180,669	31,448	17.4%	397,692	257,771	64.8%	693,182	74,300	10.7%	1,271,503	363,527	28.6%
ALL OTHER COUNTIES	62,346	11,519	18.5%	128,760	84,664	65.8%	225,061	21,500	9.6%	416,167	117,763	28.3%
STATE	243,015	42,967	17.7%	526,452	342,435	65.0%	918,203	95,807	10.4%	1,687,670	481,209	28.5%

SOURCE: CALIFORNIA CHILDCARE RESOURCE AND REFERRAL NETWORK, "CALIFORNIA INVENTORY OF CHILD CARE FACILITIES," SAN FRANCISCO, CA, OCTOBER, 1987; STATE OF CALIFORNIA, DEPARTMENT OF FINANCE, POPULATION RESEARCH UNIT, "PROJECTED TOTAL POPULATION FOR CALIFORNIA, IN SINGLE YEARS," BASELINE 1986; U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, UNPUBLISHED MATERIALS, "LABOR FORCE STATUS OF FAMILY HEADS BY PRESENCE AND AGE OF CHILD(REN), TOTAL CHILDREN IN SINGLE YEARS," TABLES FROM MARCH SUPPLEMENT, 1977 THROUGH 1987; SUMMA STAFF ANALYSIS OF ABOVE.

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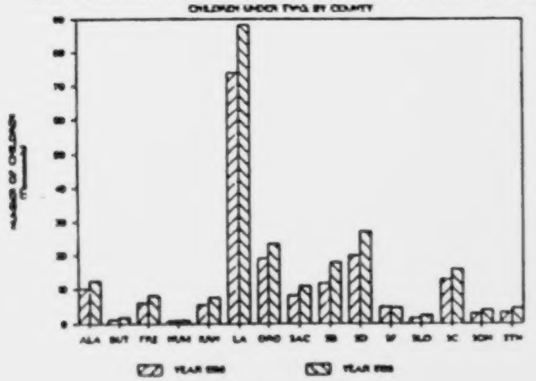
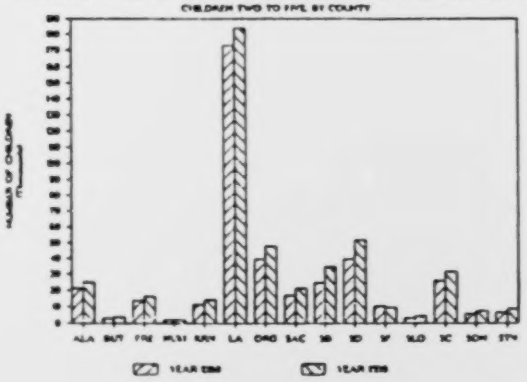
GRAPH IV.6

CURRENT AND FUTURE DEMAND FOR CHILDCARE



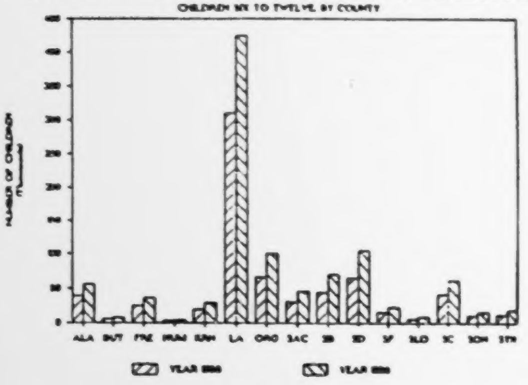
GRAPH IV.7

CURRENT AND FUTURE DEMAND FOR CHILDCARE



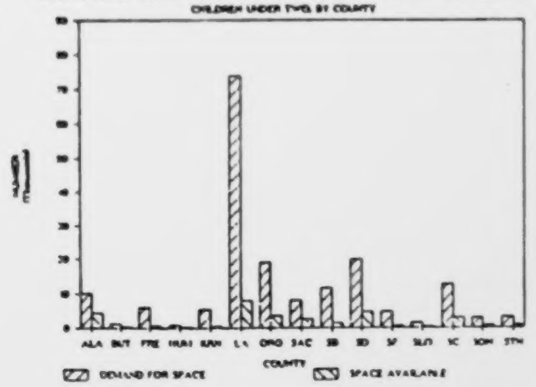
GRAPH IV.8

CURRENT AND FUTURE DEMAND FOR CHILDCARE



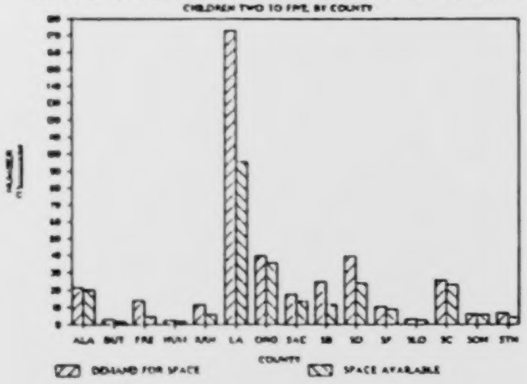
GRAPH IV.9

CURRENT DEMAND AND SUPPLY OF CHILDCARE



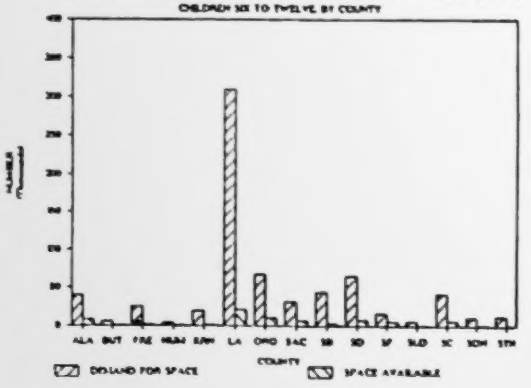
GRAPH IV.10

CURRENT DEMAND AND SUPPLY OF CHILDCARE



GRAPH IV.11

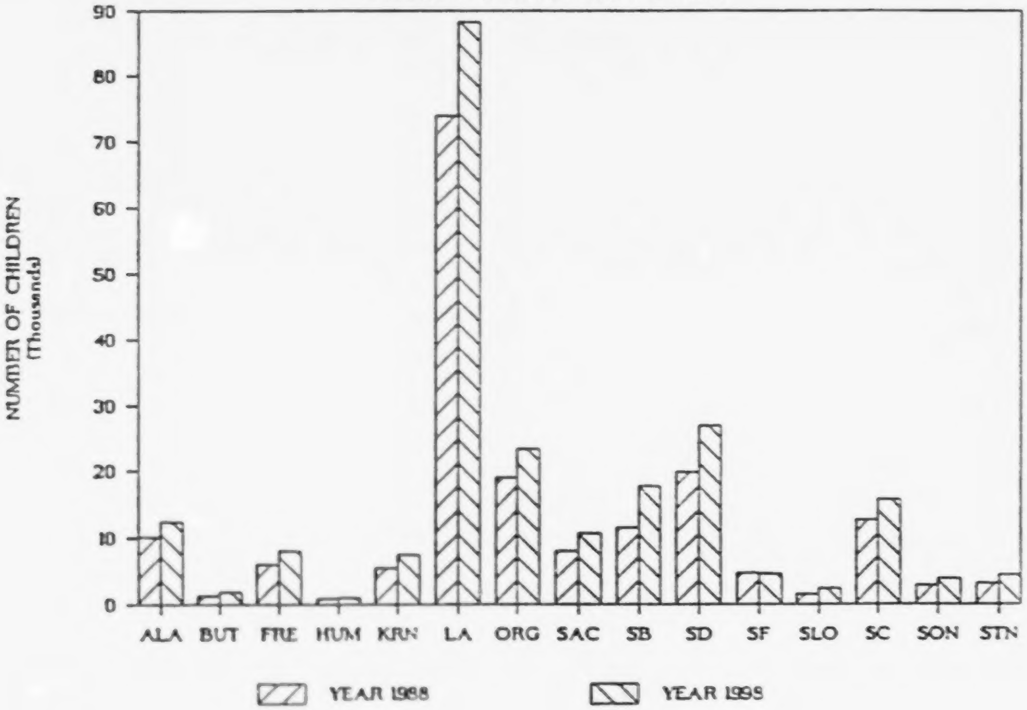
CURRENT DEMAND AND SUPPLY OF CHILDCARE



GRAPH IV.12

CURRENT AND FUTURE DEMAND FOR CHILDCARE

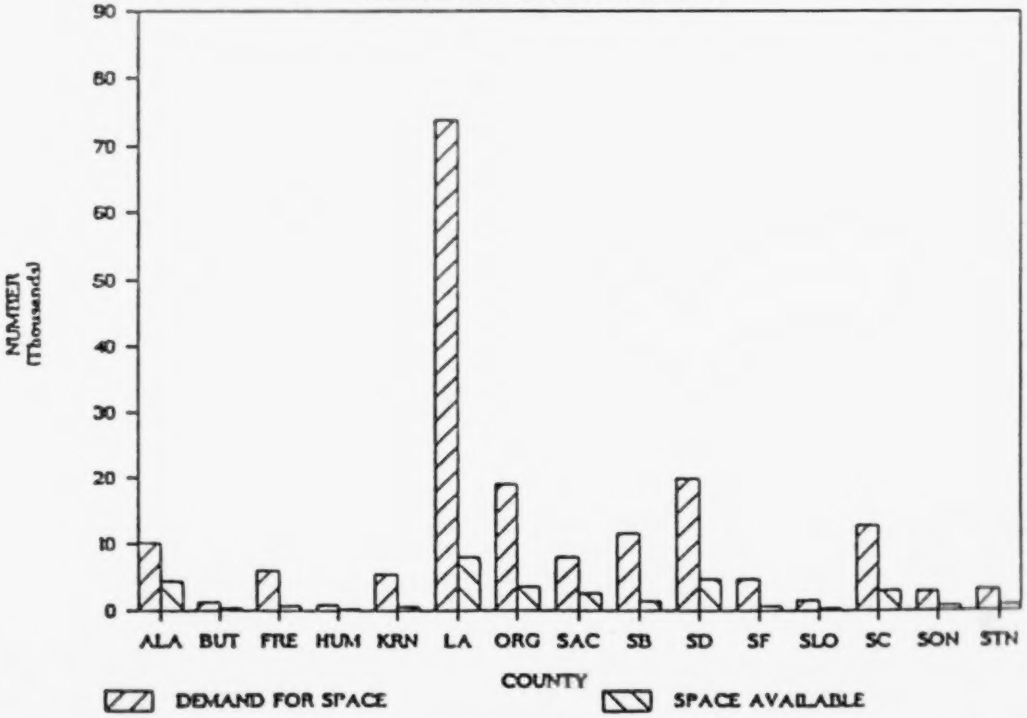
CHILDREN UNDER TWO, BY COUNTY



GRAPH IV.13

CURRENT DEMAND AND SUPPLY OF CHILDCARE

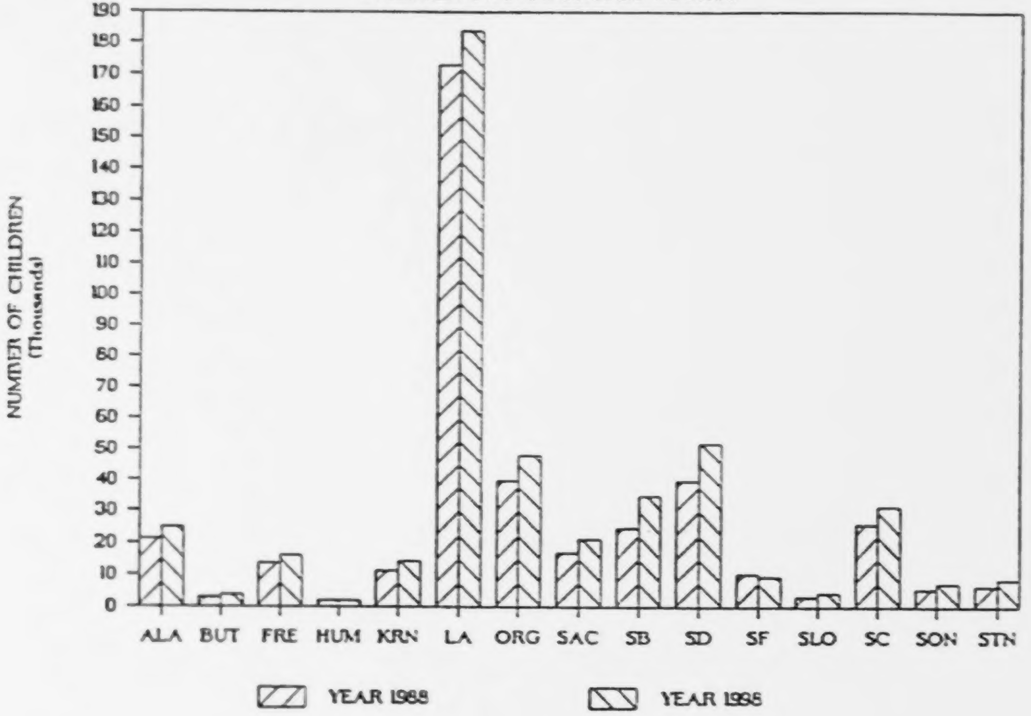
CHILDREN UNDER TWO, BY COUNTY



GRAPH IV.14

CURRENT AND FUTURE DEMAND FOR CHILDCARE

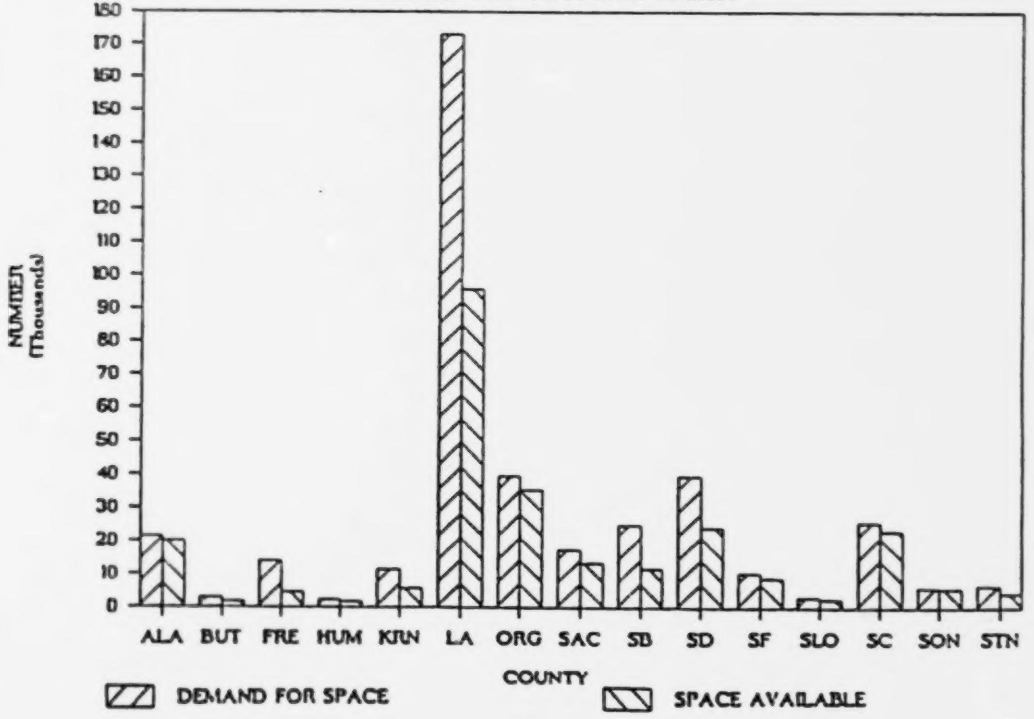
CHILDREN TWO TO FIVE. BY COUNTY



GRAPH IV.15

CURRENT DEMAND AND SUPPLY OF CHILDCARE

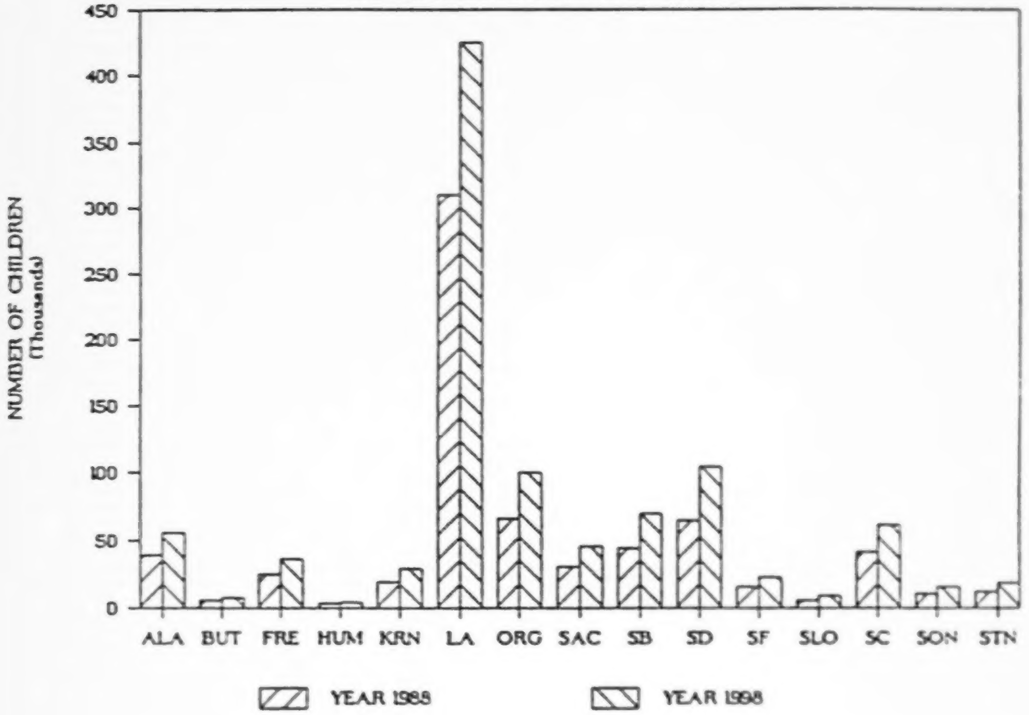
CHILDREN TWO TO FIVE. BY COUNTY



GRAPH IV.16

CURRENT AND FUTURE DEMAND FOR CHILDCARE

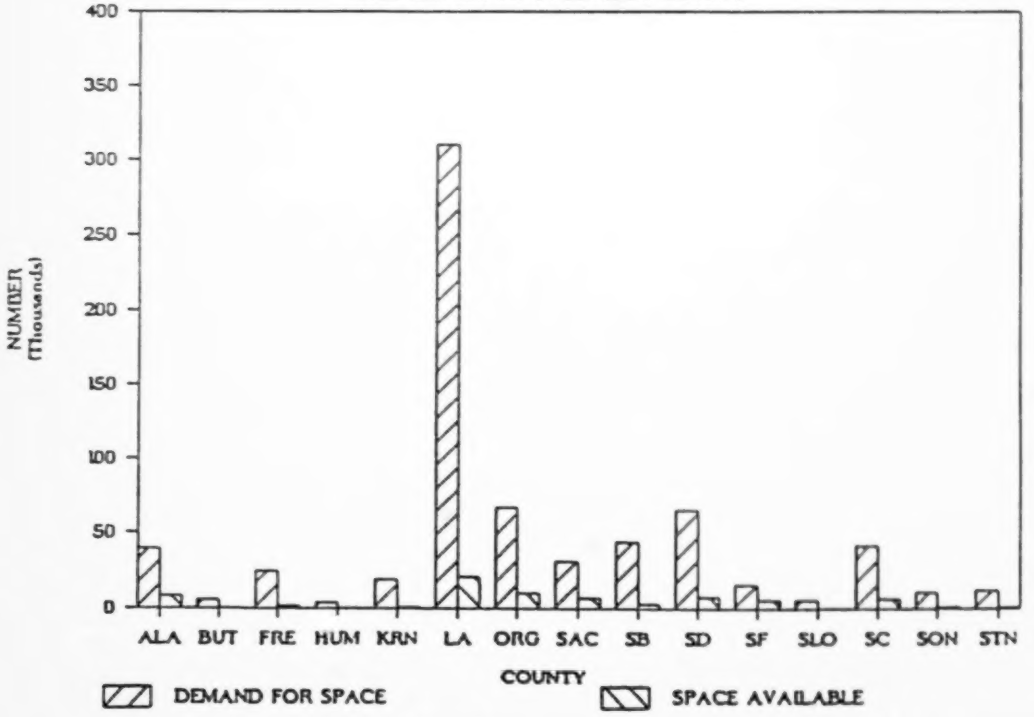
CHILDREN SIX TO TWELVE, BY COUNTY



GRAPH IV.17

CURRENT DEMAND AND SUPPLY OF CHILDCARE

CHILDREN SIX TO TWELVE, BY COUNTY



To summarize, there is clearly not a surplus of available licensed child care space in communities surrounding CSU campuses. On the contrary, our figures indicate a substantial deficit of care. Among CSU counties, there is enough licensed space for only 1 in 3 children who need it. If there were no increases in supply over the next decade, there would be space for only 1 in 5 children by 1998.

Because we were unable, due to CSU data limitations (see methodology), to project supply over the next decade, we have assembled the following discussion of market trends that may have an impact on supply over the next decade.

Trends Affecting the Future Availability of Alternative Services

A quantification of market trends which impact the available supply of child care over the next decade is difficult to achieve. Child care is an immature industry in that the majority of services are provided by small, independent operators. In the late 1960's and early 1970's, the first of what are now national child care chains emerged, targeting services to meet the child care needs of middle income families. The largest of these chains is Kinder-Care Learning Centers, Inc., which provides care to over 120,000 children in the United States and Canada. However, even at current service levels, Kinder-Care and the other largest for-profit chains account for only 5 to 10% of total child care delivered nationally.

Traditionally, child care has been a marginally profitable business, which at least offered intrinsic rewards to small-scale operators, the overwhelming majority of whom have been women. The child care chains generate moderate profits of approximately 10% annually , fueled by rapid growth and expansion of their licensed capacity. The chains enjoy economies of scale that elude small providers operating one or two sites.

The most significant economic impact in recent years has been in the area of liability insurance. During the period of 1983-85, child care providers faced an insurance crisis in which levels of coverage were reduced while premiums were increased 100% to 600% and, in many cases, policies were cancelled while new carriers could not be found. For the chains, who had the financial depth to weather this crisis, insurance now amounts to only 2% to 3% of total operating expenses. However, for the majority of small operators, such insurance increases had the effect of putting marginal businesses on even shakier footing.

Thus, 1983-85 was a shaking-out period for the child care industry. Particularly in Southern California, due to the publicity focused on the region following the McMartin Preschool sexual abuse scandal, many small child care operators were forced out of business. This impact was not limited to a single region, but affected programs throughout California and the nation.

Coincidentally, during this period when the traditional mom-and-pop operators saw their numbers shrinking, the 5 largest child care chains were experiencing "moderate" growth, meaning that they were adding between 10 to 20% annually to their total licensed capacity. This level of expansion is estimated to continue into the next century.

The State of California Department of Social Services Community Licensing Division has figures available for 1984 through 1988 which show that the total supply of licensed child care has demonstrated little change. No county has shown a change greater than ±3% over this 4-year period. Thus, while the percentage of the child care market composed of small providers is decreasing and giving way to an increase among larger providers and child care chains, the total supply of care is not changing significantly.

Accurate figures are not available about the portion of the market made up by churches and non-profit agencies that provide child care. On the basis of licensing information, however, it can be assumed that regardless of the trends impacting this segment of the child care market, there is no significant effect on total supply.

Employer-Supported Child Care Programs

Experts in the field agree that the number of businesses offering child care services for their workers will grow in the future. In *Employer-Supported Child Care: Investing in Human Resources*, authors Burud, et al, reported in 1982 results of the most comprehensive national survey to date of government agencies, hospitals, industries, and labor unions. At that time, 415 employers provided some form of child care assistance. Of that total, 211 sponsored child care centers compared with the 1978 level of 105 centers, representing a 100% increase in employer-supported centers nationwide in 4 years.

In its most recent study, Summa Associates reported that in 1987 about 800 employers offered an employer-sponsored center for their employees, or 24% out of a total of 3,300 companies providing some form of child care assistance. This represents a nearly 700% increase in the number of employer-sponsored child care centers in the last decade. Other forms of child care services included informational seminars, referrals, corporate gifts to community child care programs, and financial help.

In California, 230 businesses were identified which offer child care assistance, ranging from parenting seminars and referral services to company-subsidized child care centers. If indirect financial assistance programs are included (salary set aside plans), the number of companies involved in supporting child care could be double, or about 460.

These 460 companies represent only 2% of the 16,600 businesses in the State with 100 or more employees. However, of the 3,300 companies nationally that are estimated to provide some form of child care services, California's 460 represents just under 14% of the total. In this analysis, California appears to be doing its share since the State accounts for 10% of total U.S. population and 14% of companies nationally that have 100 employees or more.

While these trends hold promise, most employer-supported child care is targeted exclusively for employees and is not designed to serve the needs of the surrounding community. Because of this, corporate child care centers cannot be counted as expanding the supply of child care available to the general public. However, as corporate programs increase, they may reduce the need by employees to use other child care programs and thus mean that fewer parents will be competing for non-corporate center spaces.

In addition, the impact of employer-supported centers is relatively small compared with the size of the child care industry as a whole. While employer programs are generally higher quality, they account for only about 2% of the national child care supply. In light of the relative constancy of this supply in California, according to state licensing records for the past 4 years, employer-supported child care cannot be assumed to be increasing the total child care supply. The situation is similar to that found with the child care chains and other large providers: while their relative numbers are increasing, they seem to be replacing the smaller center operators going out of business. Therefore, the total supply of child care remains essentially unchanged.

Publicly Funded Programs

Subsidized child care in California is provided through both federal and state-funded sources. Approximately 34,000 children in this State receive half day services in the Federal Head Start program at an annual cost of $98.2 million. In addition, Federal government support for migrant child care is included in the State's child care budget. No expansion of Federal funding is anticipated by experts in the field, based on actual reductions in such support over the last decade.

GAIN, the Greater Avenues for Independence program or "workfare", was in operation in 22% of California's counties during the last fiscal year. During that time, 3,224 parent clients used the child care provided under this program at an unknown cost. As all of California's 58 counties become operational, total expenditures will increase. However, the purpose of GAIN is to reduce welfare costs by having participants secure full time employment or enroll in full time job training programs. Thus, students and employees of CSU are not eligible for the program.

The number of children served in state-funded programs has remained relatively constant over the past few years. In California, these programs were supported by a total of nearly $320 million in state general funds in 1986-87, available through the Department of Education Child Development Division (CDD). These funded child care spaces are generally not available to students or employees of CSU, however, for two reasons. First they are open only to qualifying low-income parents (those with family incomes at or below 84% of the poverty index).

Second, the few students who may meet the income requirement rarely are able to take advantage of the programs, as there is room in these programs for only 9% of the eligible children in the State (approximately 100,000 children birth through age 14 are served) as estimated by the California Department of Education CDD. In the Department of Education's *Triennial Report*, currently in preparation, 130,000 children were on waiting lists for state-funded child care programs as of February 28, 1986.

The number of students to be served in the near future is not expected to change from the number presently served. It does not appear that these funded child care spaces will become more available, as expenditures have remained basically the same during the last two fiscal years, according to reports by the Department of Education; there has been no expansion of funding or cost of living adjustment, and the number of children served has been unchanged.

The level of public funding for this subsidized child care will not affect the *supply* of care, as State funding may not be used for facility development or maintenance. The funding merely means that a portion of the total supply is available at reduced cost to qualifying low-income families.

Capital outlay money is allocated at the state level by the Department of Education for CDD funded child care programs, and could be assumed to be available for increasing the supply of this care. However, in reality this funding generally does not result in the establishment of *new* programs. When it is available it is limited and used almost exclusively for facility maintenance of existing programs, rather than for the acquisition of new facilities or major renovation of space. It does not, therefore, have the effect of significantly increasing the capacity of state-funded child care facilities.

CSU campus children's centers are eligible for CDD capital outlay funding, subject to availability. According to the CDD, CSU campuses received applications for capital outlay funding in 1985, the last year in which it was available. At that time, the authorizing legislation provided the clear priority that capital outlay funds were to be used to help facilities of existing programs meet health and safety standards. Thus, such funding did not lead to program expansion.

Even assuming that facility expansion could be achieved using CDD capital outlay funding, new program funding for child care has been in short supply, or nonexistent, in California since 1980. Thus, facility support without the operating support necessary to subsidize care for low-income families severely limits the likelihood that capital outlay funding can be used for program expansion.

Funding for subsidized child care is an issue debated annually in the State Legislature and is subject to changing budget priorities. For this reason, according to the Senate Office of Research, there is no basis for making projections of future state dollars available for child care. It can be conservatively assumed, however, that current levels of funding will be maintained. Included in this assumption is the recognition that capital outlay funding for child care facilities and maintenance will not undergo significant changes and will not significantly affect the supply of child care.

School-Age Child Care Programs

Throughout the State, school-age child care is offered both before- and after-school on or near elementary campuses. An allocation of over $15 million for School-Age Community Child Care, or Latchkey programs, is included in the $320 million in state funding for child care available through the CDD in 1986-87. Such programs were created through SB303, the Latchkey Child Care Measure.

It is most effective and efficient to house latchkey programs at or near local elementary school campuses, where school-age children spend their days. According to the CDD, School Districts operate 30-40% of these programs and the remainder are operated by private non-profit organizations, such as the YMCA, or other public agencies, including Offices of Education, Departments of Parks and Recreation, and cities and counties.

Latchkey programs charge parents hourly fees of $1.49 (1986-87) and are expected to secure private matching funding for 50% of children served. Low-income families are served alongside families who do not qualify as low-income and thus pay full fees. Yet current state funding for these programs is not sufficient to offer subsidized fees to all parents qualifying as low-income, who cannot afford full fees. Most latchkey programs are filled to capacity and maintain waiting lists.

School-age programs that are not state-subsidized also exist in many communities. In some cases, such programs have secured alternative sources of funding, so that tuition scholarships or a sliding fee scale may be offered. The majority of non-subsidized programs, however, must generate their full income from parent fees. In such cases, tuition is not generally easy to afford for low or moderate income families.

The resources most needed for school-age child care program expansion are private funding and classroom space. For latchkey programs, state funding is also required. To explore opportunities to expand school-age programs, the dialogue should begin with local school districts, and should include community organizations and other public agencies, as needed. Although school-age programs may be developed privately, the involvement of local school districts is crucial to the development of effective and efficient programs, due to the expense and logistics of transporting students from their elementary schools.

Summary

An understanding of future trends affecting the child care supply in California is possible, based on the elements of the market analyzed and the assumptions generated. The large child care chains are growing, as is the number of child care centers provided by employers for their workers. Subsidized child care has been a constant proportion of the static child care supply and that trend is expected to continue; it is expected to have no significant effect on the total supply of child care available.

Licensing records indicate that the total capacity of child care centers and family day care homes has been fairly constant over the last 4 years and this is confirmed by a county-by-county analysis. Thus, the total supply of licensed child care is expected to remain basically unchanged over the next decade, despite the relative changes among components within the market.

Conclusions

Two questions were to be answered in this section of the report. First, are there existing available child care spaces in communities surrounding CSU campuses which could be used by CSU students and employees? Second, if a deficit in space exists, what is the extent to which students and employees must compete for existing space?

We have determined that there is no surplus of child care space in communities surrounding CSU campuses which could be used by CSU students and employees. Rather, there appears to be a substantial shortage of space in these counties, accommodating only about one child in four who needs care.

Further, the demand for care is growing. Among all CSU counties, demand will increase (for children under 12 years of age) by 33.4% over the next decade. Approximately 424,000 additional spaces will be required in 1998. With no change in supply, there will be enough child care space for only one in five children by 1998.

As a result, it is our conclusion that there is no extra or available space in surrounding communities that could be easily accessed by CSU students and employees for their child care needs. In fact, California State University students must compete within surrounding communities for existing space for which there is already greater demand than supply. The extent of the competition for child care space is substantial. Only one in five infants who need care can be placed in a licensed child care arrangement. While two out of three preschoolers needing care can be placed, only one out of ten school-age children who need care will find licensed child care.

CSU CHILD CARE NEED

Current Supply and Demand

Definitions

The purpose of this section of the report is to compare demand and supply of child care within the CSU community and to develop an estimate of change in demand over the next eight-year period. Supply is the total number of licensed child care spaces available through CSU centers. Demand is defined as the total number of children of parents who work or attend school at CSU who are not cared for by a spouse of the student or employee most of the time.

This definition of demand and supply at CSU is the closest approximation of the definitions applied to demand and supply in the surrounding communities. The same definitions are used in both populations to make a comparison possible. In both cases "supply" is total licensed capacity, "demand" is the total number of children in the population whose parents cannot care for them because of alternate commitments to work or school. In surrounding communities, these were parents who were "in the labor force", either both parents (if married) or one parent (if single). At CSU, we know that one parent is either employed or enrolled in school. If this employee or student indicated that his/her spouse cared for their children most of the time, this employees' or students' children were not included.

The following Table IV.9 indicates what proportion of children whose parents attend CSU are cared for by a parent most of the time (spouse or student). These proportions are compared to proportions in the general community of children who have at least one parent who is *not* "in the labor force", and is presumably available to care for the child.

TABLE IV.9

PROPORTION OF CHILDREN CARED FOR BY A PARENT AT CSU AND IN THE GENERAL POPULATION
By Age of Child

	Age 0-2	Age 2-5	Age 6-12
General Population[a]	46.1	43.4	36.1
CSU Students' Children[b]	47.3	31.4	25.3
CSU Employees' Children[c]	46.2	31.2	31.8

Source: CSU Child Care Survey of Students and Employees; U.S. Bureau of Labor Statistics

a. Proportion of children in the general population is our estimate based on Bureau of Labor Statistics data.

b. & c. Proportion of children at CSU is self-reported by CSU students and employees.

Table IV.9 is presented to illustrate the comparability of definitions used here. Given that our estimate of the proportions of children in the general community who have a parent as a primary caretaker are as close as they are to proportions reported by students and employees at CSU, we feel confident in using the above mentioned definition of CSU "demand" for care to compare with demand in the general community.

The definition of supply of care is the same for both populations, i.e., total licensed child care supply provided by CSU and/or provided in the surrounding communities. Enrollment in child study centers is not included because these programs are exempt from licensing. Licensed supply, in fact, represents full time equivalent slots. One licensed space may be used by more than one child because children may be enrolled part-time or may use care during different times. Because it is impossible to estimate how many children in the general population would use one slot (a myriad of possible combinations), it is possible only to compare the total number of children who need care with how many full time equivalent spaces exist. This is the best estimate of need for service in the general population. Consistent definitions between the two populations are required here for the purposes of comparison. Chapter VI of this report provides in depth estimates of full time equivalent slots required by the CSU population.

Findings

Survey findings indicate that CSU students and employees collectively have some 62,695 children under the age of 12 who are not cared for by the student's or employee's spouse/partner most of the time (Table IV.12). These include 9,986 children of employees and 52,709 children of students. This figure represents total demand for child care at CSU. Information collected from telephone interviews with CSU center directors indicates that there are currently 1,193 licensed child care spaces available throughout the university system in centers located on campus (Table IV.10). In essence, there are sufficient spaces to provide care for every 1 in 50 children of CSU students

TABLE IV.10

TOTAL LICENSED CHILD CARE SUPPLY
AT THE CALIFORNIA STATE UNIVERSITY
By Age of Child and by Campus[a]

Campus	Age 0-2	Age 2-5	Age 6-11	Age 12-15	Total	Age 0-11
Bakersfield	0	82	0	0	82	82
Chico	0	37	0	0	37	37
Dominguez Hills	0	24	12	0	36	36
Fresno	10	57	10	0	77	77
Fullerton	24	56	0	0	80	80
Hayward	8	36	3	0	47	47
Humboldt	20	34	0	0	54	54
Long Beach	22	114	0	0	136	136
Los Angeles	0	62	0	0	62	62
Northridge	0	78	0	0	78	78
Pomona	0	50	0	0	50	50
Sacramento	38	107	0	0	145	145
San Bernardino	0	26	14	0	40	40
San Diego	25	60	0	0	85	85
San Fransisco	20	24	0	0	44	44
San Jose	10	44	0	0	54	54
San Luis Obispo	12	24	0	0	36	36
Sonoma	0	50	0	0	50	50
Stanislaus	0	0	0	0	0	0
Chancellor's Office	0	0	0	0	0	0
TOTAL	189	965	39	0	1,193	1,193

Source: Telephone survey of CSU center directors, Summa Associates.

a. Capacity does not include "child study centers" which are exempt from licensing.

and employees. The majority of these spaces (81%) are filled by 2-5 year olds. For this age group, space in a campus children's center exists for every 1 in 25 children who need care. For infants, there is space for every 1 in 100 children. Less than 1% of school-age children can be served by the current supply (Table IV.11). Graphs IV.18 and IV.19 illustrate current demand for care at CSU by campus.

TABLE IV.11

PERCENT OF CHILDREN WHO NEED CARE FOR WHOM SPACE IS CURRENTLY AVAILABLE AT THE CALIFORNIA STATE UNIVERSITY

By Age of Child and by Campus

Campus	Age 0-2	Age 2-5	Age 6-11	Age 12-15	Total	Age 0-11
Bakersfield	0%	6%	0%	0%	2%	2%
Chico	0	4	0	0	1	1
Dominguez Hills	0	5	1	0	1	2
Fresno	1	4	1	0	2	2
Fullerton	3	4	0	0	2	2
Hayward	1	7	0	0	1	2
Humboldt	7	5	0	0	3	3
Long Beach	1	8	0	0	2	3
Los Angeles	0	5	0	0	1	2
Northridge	0	3	0	0	1	2
Pomona	0	6	0	0	1	2
Sacramento	3	4	0	0	2	2
San Bernardino	0	5	1	0	1	2
San Diego	3	4	0	0	2	2
San Fransisco	5	6	0	0	1	2
San Jose	4	9	0	0	3	4
San Luis Obispo	1	2	0	0	1	1
Sonoma	0	9	0	0	2	2
Stanislaus	0	0	0	0	0	0
Chancellor's Office	0	0	0	0	0	0
TOTAL	1%	5%	0%	0%	2%	2%

Source: Survey of CSU students and employees; Telephone survey of CSU center directors, Summa Associates.

This ratio does not take into account, however, whether parents would choose to use these campus centers rather than another form of care, such as a babysitter in their home. Nor does it consider the amount of hours (whether part-time or full time) that care is needed.

Thus, to include these considerations, a second and more precise supply/demand comparison was made, including only parents who would *prefer to use on campus care* and combining the amount of care needed into full time equivalent spaces. This in-depth analysis of CSU supply/demand is provided in Chapter VI, "The Adequacy of Facilities for Child Care Services at CSU."

TABLE IV.12

TOTAL NUMBER OF CHILDREN OF STUDENTS AND EMPLOYEES WHO NEED CHILD CARE
By Age of Child(ren), By Campus, Spring 1988

	EMPLOYEES					STUDENTS					STUDENTS AND EMPLOYEES					
CAMPUS	AGE <2	AGE 2-5	AGE 6-11	AGE 12-15	TOTAL	AGE <2	AGE 2-5	AGE 6-11	AGE 12-15	TOTAL	AGE <2	AGE 2-5	AGE 6-11	AGE 12-15	TOTAL	AGE 0-11 ONLY
BAKERSFIELD	28	85	55	60	228	373	1,382	1,689	362	3,806	401	1,467	1,744	422	4,034	3,612
CHICO	69	215	306	137	727	116	641	1,137	259	2,153	185	856	1,443	396	2,880	2,484
DOMINGUEZ HILLS	50	77	51	142	320	582	386	994	466	2,428	632	463	1,045	608	2,748	2,140
FRESNO	86	125	241	108	560	672	1,263	1,437	532	3,904	758	1,388	1,678	640	4,464	3,824
FULLERTON	59	118	270	171	618	748	1,171	1,175	564	3,658	807	1,289	1,445	735	4,276	3,541
HAYWARD	31	74	317	106	528	685	423	1,086	575	2,769	716	497	1,403	681	3,297	2,616
HUMBOLDT	46	132	215	142	535	261	491	564	173	1,489	307	623	779	315	2,024	1,709
LONG BEACH	81	471	685	283	1,520	1,476	954	942	618	3,990	1,557	1,425	1,627	901	5,510	4,609
LOS ANGELES	73	171	315	196	755	838	960	1,500	791	4,089	911	1,131	1,815	987	4,844	3,857
NORTHRIDGE	245	259	272	89	865	812	2,074	1,445	814	5,145	1,057	2,333	1,717	903	6,010	5,107
POMONA	124	115	155	118	512	682	791	1,113	251	2,837	806	906	1,268	369	3,349	2,980
SACRAMENTO	269	251	133	8	661	1,073	2,512	3,061	890	7,536	1,342	2,763	3,194	898	8,197	7,299
SAN BERNARDINO	93	153	208	48	502	329	360	1,488	735	2,912	422	513	1,696	783	3,414	2,631
SAN DIEGO	347	275	369	132	1,123	616	1,111	739	382	2,848	963	1,386	1,108	514	3,971	3,457
SAN FRANSISCO	64	186	213	219	682	323	193	1,414	523	2,453	387	379	1,627	742	3,135	2,393
SAN LUIS OBISPO	0	177	302	21	500	236	335	404	102	1,077	236	512	706	123	1,577	1,454
SAN JOSE	231	156	397	32	816	853	1,098	1,926	886	4,763	1,084	1,254	2,323	918	5,579	4,661
SONOMA	3	4	38	49	94	212	528	1,559	443	2,742	215	532	1,597	492	2,836	2,344
STANISLAUS	40	122	121	59	342	347	545	584	332	1,808	387	667	705	391	2,150	1,759
CHANCELLOR'S OFFICE	39	41	58	55	193						39	41	58	55	193	138
TOTAL	1,978	3,207	4,801	2,175	12,161	11,234	17,218	24,257	9,698	62,407	13,212	20,425	29,058	11,873	74,568	62,695

SOURCE: CALIFORNIA STATE UNIVERSITY CHILD CARE SURVEY OF STUDENTS AND EMPLOYEES, SUMMA ASSOCIATES.

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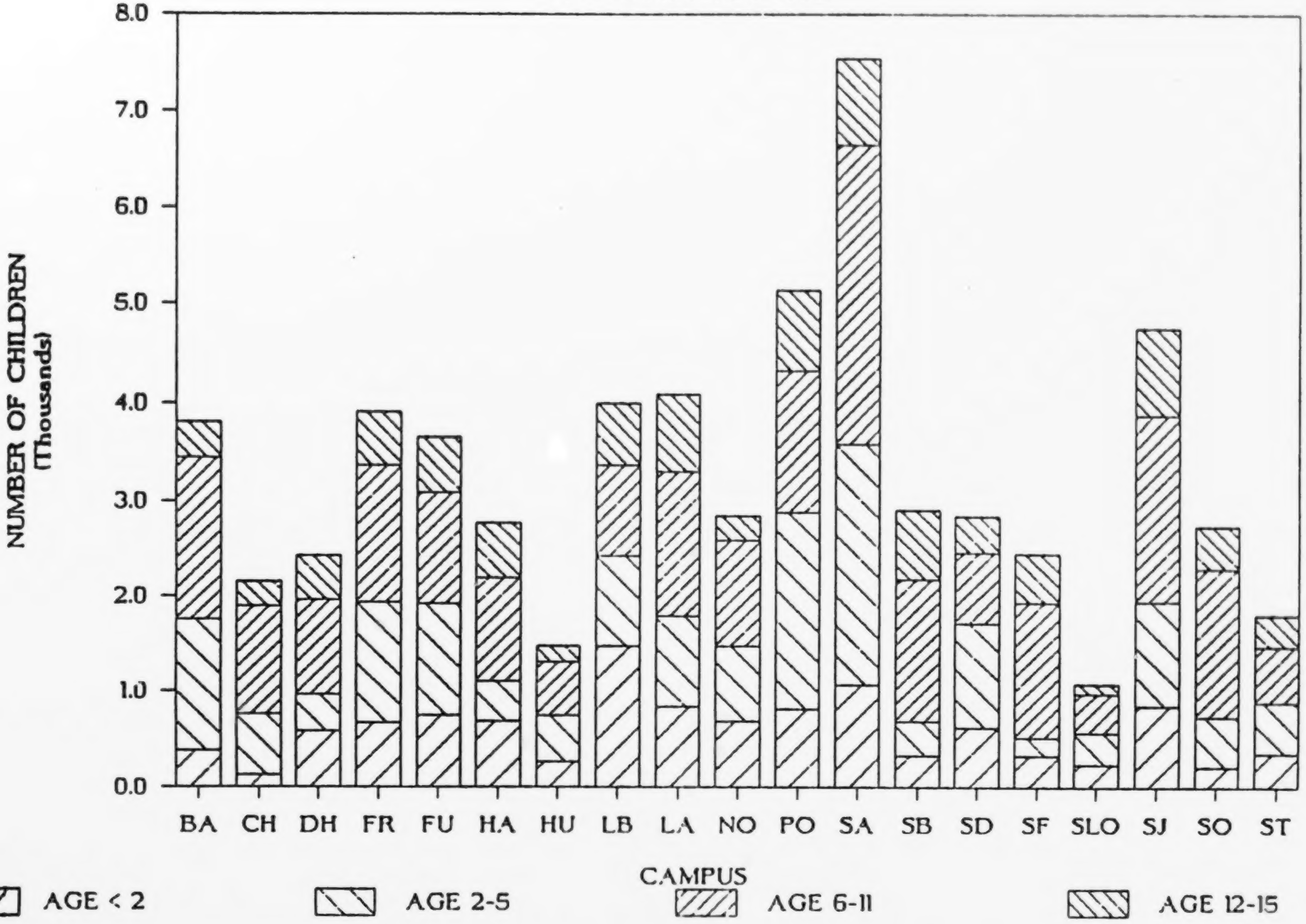
GRAPH IV.18

CSU STUDENTS' CHILDREN WHO NEED CARE

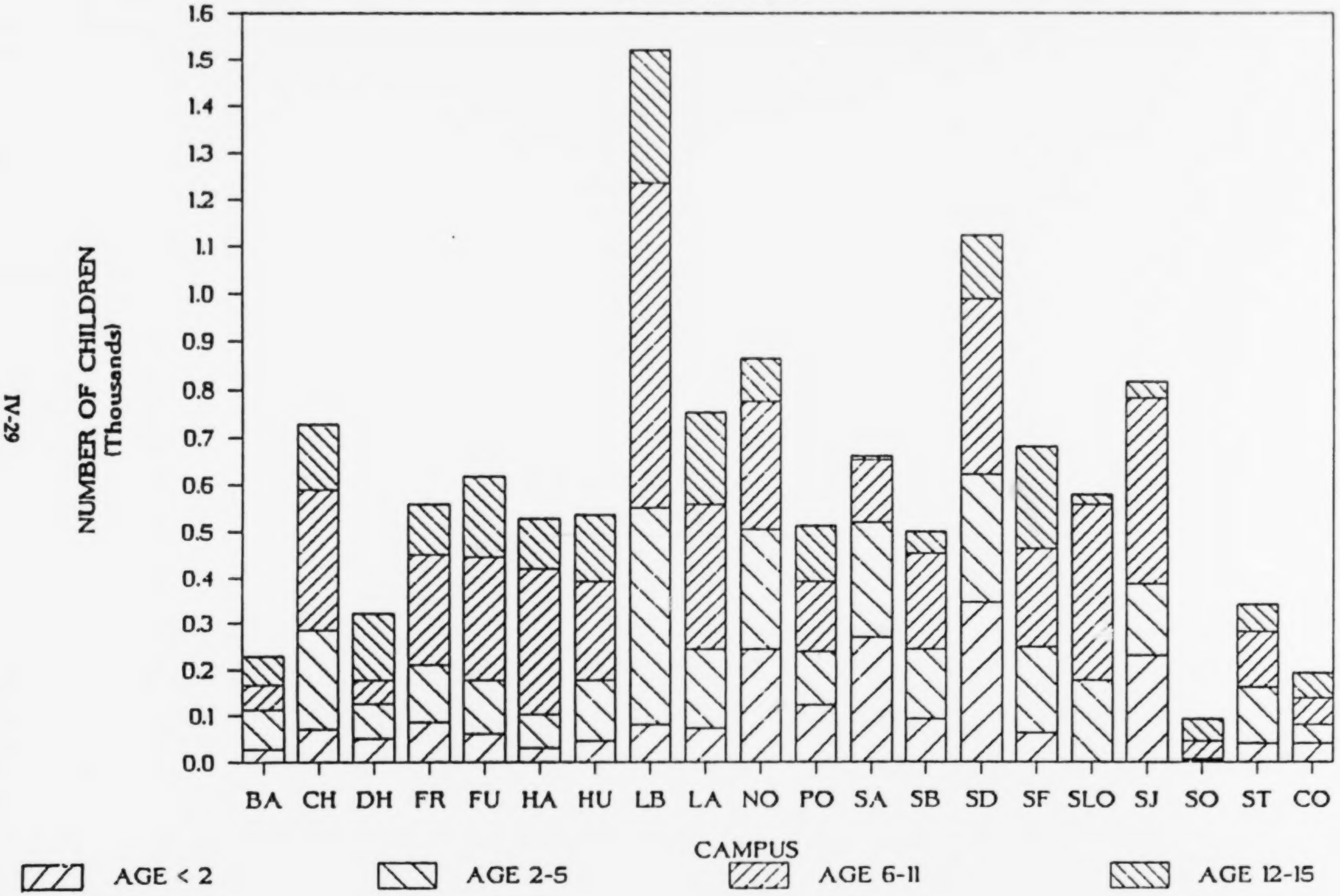
BY CAMPUS, BY AGE



GRAPH IV.19

CSU EMPLOYEES' CHILDREN WHO NEED CARE

BY CAMPUS, BY AGE



Future Demand

Definitions

Overall enrollment at CSU is expected to increase by 0.56% between 1988 and 1996. During the next eight years enrollment will decline and then subsequently increase. The net result will be a less than 1% increase over the period. However, the composition of the enrolled population will shift. CSU is expecting an increase in graduate male and female enrollment of 3.8% and 6.7% respectively. At the same time undergraduate male and female enrollment will shrink by 2.3% for men and 0.2% for women. Although overall enrollment will increase by very little, the possibility that a shift in the makeup of the population would influence demand for child care warranted a closer examination of the impact of changing student demographics on child care.

Very simply, we determined how many children of CSU student parents who use child care are undergraduate men, undergraduate women, graduate women or graduate men. In all, we found 62,075 children who fit this description. Many parents obviously neglected to respond to the questions on their gender or graduate/undergraduate status because this figure is less than the overall demand figure of 62,695. Nevertheless, this breakdown allows a look at the makeup of the child population given the changing enrollment patterns of their parents. Table IV.13 provides a breakdown of the current distribution of children of CSU student parents.

TABLE IV.13

NUMBER OF CHILDREN WHO NEED CHILD CARE
by Parent Enrollment Status and Age of Child, 1988

Parent Enrollment Status	Age of Child									
	0-2		2-5		6-11		12-15		Total	
	#	%	#	%	#	%	#	%	#	%
Undergraduate Men	2,135	(19.1)	3,688	(21.5)	3,530	(14.6)	1,147	(12.0)	10,500	(16.9)
Undergraduate Women	5,815	(52.0)	8,983	(52.3)	12,107	(50.1)	3,705	(38.7)	30,610	(49.3)
Graduate Men	1,257	(11.2)	1,247	(7.3)	1,742	(7.2)	776	(8.1)	5,022	(8.1)
Graduate Women	1,972	(17.6)	3,236	(18.9)	6,796	(28.1)	3,939	(41.2)	15,943	(25.7)
TOTAL	11,179	(100.0)	17,154	(100.0)	24,175	(100.0)	9,567	(100.0)	62,075	(100.0)

Source: CSU Child Care Survey of Students Summa Associates

More children have parents who are undergraduate students than graduate students and many more have mothers who attend CSU rather than have fathers. The majority of children (45.6%) are under the age of six. Another 39.0% are age 6-11 and 15.4% are 12-15 years old.

In order to determine how many children whose parents attend CSU will need child care in 1996 we applied the above rates of change to total population figures of children who need care in 1988. This estimate is based only on expected enrollment trends for CSU students. Because CSU keeps no records on parental status of students, it is impossible to consider possible changes in birth rates of enrolled students. The population of children under six is expected to decline throughout California over the next decade. We cannot estimate what impact changing birth rates will have on CSU student demand for child care and particularly on demand for different age groups of children.

TABLE IV.14

STUDENT ENROLLMENT
by Graduate/Undergraduate Status and Gender
1988 and 1996

Year	Undergraduate Men	Undergraduate Women	Graduate Men	Graduate Women
1988	130,400	141,800	28,800	43,000
1996	127,400	141,500	29,900	45,900
Percent Change	-.023	-.002	+.038	+.0674

Source: Department of Finance, Population Research Unit, "California State University, 1987 Projection Service".

Findings

While overall student enrollment will increase by 0.56% between 1988 and 1996, the number of children of student parents who need child care will increase by 1.6%. A little less than 1,000 more children will need child care in 1996. The number of children whose parents are undergraduates will decline slightly by about 300 children. However, those children whose parents attend CSU as graduate students will increase by about 1,265 children, for a net change of approximately 965 more children.

TABLE IV.15

NUMBER OF CHILDREN WHO WILL NEED CHILD CARE
by Parent Enrollment Status and Age of Child, 1996

Parent Enrollment Status	Age of Child									
	0-2		2-5		6-11		12-15		Total	
	#	%	#	%	#	%	#	%	#	%
Undergraduate Men	2,086	(18.5)	3,603	(20.8)	3,449	(14.0)	1,121	(11.4)	10,259	(16.3)
Undergraduate Women	5,803	(51.4)	8,965	(51.8)	12,083	(49.1)	3,698	(37.6)	30,549	(48.5)
Graduate Men	1,305	(11.5)	1,294	(7.5)	1,808	(7.4)	806	(8.2)	5,213	(8.3)
Graduate Women	2,105	(18.6)	3,454	(19.9)	7,254	(29.5)	4,205	(42.8)	17,018	(26.9)
TOTAL	11,299	(100.0)	17,316	(100.0)	24,594	(100.0)	9,828	(100.0)	63,038	(100.0)

Conclusions

Demand for care at CSU far exceeds the supply of care. Although 62,695 children who need child care have parents who either work at or attend school at CSU, the University provides space for only 1,193 children at its on campus centers. There is space available for only 1 in 50 children who need care.

Demand for child care among the student population can be expected to increase by 1.6% over the next eight-year period. Although enrollment will increase by only 0.56%, changing student demographics will result in an increase in child care demand.

COMPARISON OF CSU TO GENERAL POPULATION

In keeping with the Governor's request, stated in the RFP, we have developed a methodology that will allow for a comparison of the level of care that is provided by CSU with "the level of care provided and made available to the population generally." To do this, we have defined and identified "supply" and "demand" of care both at CSU and within the population generally. This has been done for each CSU campus and for each county in which CSU campuses are located. By using consistent definitions of supply and demand for both populations we are able to make a comparison of how much care is currently provided in relation to the need for care within each population.

Our findings are that, although demand for care in the general population far exceeds supply of care, at CSU the deficit of supply in relation to demand far exceeds that of the surrounding communities. Among the counties that surround CSU campuses, there is child care space available for a little less than *one in four* children who need care. The California State University system provides on campus child care for *one in fifty* children of students and employees who need child care. The difference between the level of care provided at CSU and the level of care provided in the general population is substantial. Much *less* care is provided by the University to its students and employees than is available generally. However, this is not to say that students or employees could easily find child care space for their children in the surrounding communities. On the contrary, they must compete with nearly three other families to secure one space.

Demand for care is greater for different age groups of children. In the general population, child care space is available for a little less than one in five infants. At CSU, there is space available for only one in one hundred infants. In the general community it is easier to find space for children age 2-5 and space is available for two out of three of these children. However, CSU's on campus centers provide for only one in twenty preschoolers. CSU provides less than 40 spaces systemwide for school-age children, and about 29,000 children compete for these spaces. In the general community there is space for one in ten school-age children who need care.

Our findings indicate overwhelmingly that the level of care provided at CSU in substantially less than the level of care provided in the population generally.

CHAPTER V

ADMISSION CRITERIA AND LEVEL OF CHILD CARE SERVICES ACROSS THE THREE PUBLIC SEGMENTS OF POSTSECONDARY EDUCATION IN CALIFORNIA

INTRODUCTION

In order to assess the level of child care services provided across all segments of California postsecondary education, a questionnaire was developed to survey the centers/laboratories at the 19 CSU, the 9 UC and the 90 community colleges (CCC) operating child care centers. Telephone contact was made with each campus in advance of the mailing of the survey, to ensure that the survey would reach the appropriate person(s) on each campus. The telephone contacts were also used to identify the existence of more than one child care facility or service on a campus. For example, several campuses operate a child care center as well as a preschool laboratory, both of which provide child care services.

The survey instrument was designed to collect information on capacity, criteria for acceptance, operations, facilities, staffing, fees, and administration. A copy of the instrument is included in Appendix G. The survey was distributed on March 4, 1988, and respondents were asked to complete and return the survey by March 15, 1988. On March 15, 1988, telephone follow-ups were initiated with respondents to ensure a satisfactory return rate. In total, 9 surveys were completed by UC centers, 18 surveys were completed by CSU centers, 6 surveys were completed by the CSU child study centers, and 63 surveys were completed by the CCC centers. Results for the CSU child study centers are presented separately, at the end of this chapter.

SUMMARY OF RESULTS

Overall, the UC system offers the most comprehensive child care services. On average, the UC centers maintain a greater capacity, enroll more children, are open more days, provide more services, and maintain a smaller adult/child ratio than the CSU and the CCC centers. The UC centers also have a higher percentage of paid staff, and are the least dependent upon volunteer care relative to the CSU and CCC centers. However, the cost of using the UC facilities is higher than the cost of the CSU or the CCC centers.

The CSU maintains the lowest number of slots available for child care per thousand students enrolled. However, the CSU facilities serve a significantly higher proportion of student parents than either the UC or CCC centers.

Compared to the UC and the CCC facilities, the CSU centers have the greatest number of unpaid student/parent volunteers, the lowest annual budgets, and the lowest expenditure per licensed child care space. However, a greater proportion of the CSU facilities plan expansion in the next decade compared to the UC or the CCC facilities.

Capacity

Table V.1 summarizes data on capacity for all three segments. The ratio of total average licensed capacity to total campus enrollment shows that for the CSU schools, there are only 4 licensed spaces available in their child care centers for every thousand students. The UC schools have twice as many spaces available for every thousand students, while the CCC colleges maintain 50% more spaces for every thousand students compared to the CSU centers.

TABLE V.1

INFORMATION ON LICENSED CAPACITY AND AGE CATEGORIES SERVED ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Average total licensed capacity	66	62	116
Ratio of licensed capacity to total student enrollment	.004	.006	008
Age categories served:			
Infants			
Percentage of centers serving infants	56%	26%	78%
Age range	0-30 mos.	0-30 mos.	3-30 mos.
Average licensed capacity	21	21	26
Preschool			
Percentage of centers serving preschool	100%	100%	100%
Age range	2-6 yrs.	2-6 yrs.	2-5 yrs.
Average licensed capacity	52	50	74
School-Age			
Percentage of centers serving school-age	22%	26%	44%
Age range	5-14 yrs.	5-14 yrs.	5-12 yrs.
Average licensed capacity	12	30	22

CSU centers, however, serve a significantly greater proportion of student parents (average of 76% of a center's total enrollment) then do UC centers (46%) or community college centers (59%). (See discussion of Table V.2.)

All three segments serve the full range of age categories for infants, preschoolers, and school-age children. Further, every center, across all three segments, serves preschoolers. A greater proportion of the UC centers serve infants, preschoolers, and school-age children compared to the CSU and CCC centers. A higher percentage of CSU facilities serve infants compared to CCC facilities, but a lower percentage of CSU centers serve school-age children compared to the CCC centers.

Admissions

Table V.2 summarizes the data on admissions for all three segments. Across all segments, every center provides child care services for students. A majority of the UC and CSU centers offer services to faculty and staff, while just about half of the CCC centers provide services to these groups.

The UC and the CSU centers on average enroll the most children. However, 76% of the children enrolled in the CSU centers are children of students, compared to 59% at the CCC centers and 46% at the UC centers.

Over 90% of child care centers across all three segments maintain a preference system for admission. Similarly, nearly 90% of the centers in all three segments indicated that students receive preference for admission.

TABLE V.2

INFORMATION ON PARENT GROUPS SERVED ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Parent populations served:	**Percentage of centers serving**		
Students	100%	100%	100%
Faculty	100%	56%	89%
Staff	100%	52%	89%
Community	56%	49%	33%
Other (special needs, etc.)	11%	9%	0%
Average enrollment by type of parent:	**Number and percentage of total student enrollment**		
Students	94 (76%)	64 (59%)	67 (46%)
Faculty	7 (6%)	6 (6%)	20 (14%)
Staff	7 (6%)	4 (4%)	21 (14%)
Community	11 (9%)	26 (24%)	32 (22%)
Other	4 (3%)	9 (8%)	7 (5%)
AVERAGE TOTAL ENROLLMENT	108	79	106
Centers giving admission preference to students	94%	95%	89%
Centers with waiting list(s)	94%	92%	100%
SDE Association:			
Centers with SDE contract	78%	44%	67%
Average child days enrollment	4,174%	4,308%	5,257%
Average number of SDE children served	57%	61%	49%

At the CSU and UC facilities, for children admitted according to guidelines other than the Child Development Division of the State Department of Education (SDE), "first come, first served" was ranked as the main priority in determining admission for students. However, at the CCC centers, both "unit load" and "first come, first served" were ranked as the major priorities in determining admission for students.

"First come, first served" was ranked as the main priority for admission of children of faculty at the CSU and UC centers, while at the CCC centers, "income status" and "first come, first served" were ranked as major priorities in determining admission for children of faculty. For staff and community users across all three segments, "first come, first served" was ranked as the major priority in determining admission.

Over 90% of the UC, CSU, and CCC facilities maintain a waiting list. Across all segments, students are listed on the waiting list more often than faculty, staff, or the community.

More than two-thirds of the UC and CSU centers have contracts with the State Department of Education to provide child care services. However, the CSU centers, on average, provide the least amount of child days of enrollment under their SDE contract. The CCC centers serve on average the greatest number of children under contract to SDE.

Operations

Table V.3 summarizes the data on operations of child care centers for all three segments. The UC centers are open on average nearly 17% more days per year than either the CSU or the CCC centers. Every CSU center provides both full time care and part-time care. More UC centers provide full time care than part-time care, while a greater proportion of CCC centers provide part-time care rather than full time care. Both the CSU and CCC centers, unlike the UC centers, offer child care in the evening hours, generally until 7pm.

Over three-fourths of the UC centers are open during academic breaks, but only 28% of the CSU centers are open during academic breaks. Nearly three-fourths of the CSU and UC centers are open during the summer months. For those UC, CSU, and CCC centers providing child care services in the summer, nearly all of them maintain regular operating hours in the summer months.

TABLE V.3

DATA ON CHILD CARE CENTER OPERATIONS ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Average number of days open	191	185	219
Type of care offered			
Full time care	100%	90%	89%
Part-time care	100%	94%	78%
Hours of operation:			
Evenings	22	18	0
Weekends	0	6	0
During academic breaks	28	14	78
During campus holidays	6	6	11
During summer session	72	45	89
Services provided:			
Meals	83%	74%	89%
Referrals	67%	94%	78%
Related child care services	100%	87%	67%
For special needs children	72%	76%	75%
Educational components:			
For children	100%	98%	100%
For parents	94 %	82%	89%
Licensing:			
Licensed under Title 5	72%	37%	88%
Licensed under Title 22	100%	53%	89%
National Association for Educational of Young Children accreditation	6	6	0

Three quarters of all centers, across all segments, offer services for children with special needs. Specifically, over 50% of the UC, CSU, and CCC centers, offer services for children who are physically handicapped or developmentally disabled. And nearly one-third of the CSU and CCC centers place no restrictions on providing services to children with special needs, as long as the children can be accommodated in the program.

Substantially more CSU child care facilities offer related child care services than either UC or CCC centers. These services include workshops, parent education, and in-service training. Nearly every center across all segments provides an educational component for the children, and over 80% of the centers provide an educational component for the parents. Although over 70% of the UC, CSU, and CCC child care facilities provide meals, nearly 20% more UC campuses provide meals compared to the CSU campuses and the CCC campuses.

Only a few centers in the CSU and CCC were accredited by the National Association for the Education of Young Children (NAEYC), while none in the UC were accredited. Over three-fourths of both the UC and CSU centers were licensed under both Title 5 and Title 22, while most of the CCC centers were licensed only under Title 22.

Facilities

Table V.4 presents the data for facilities for all three segments. On average, the UC operated two sites on an individual campus compared to one site at the CSU or the CCC campuses. For all three segments, the majority of the center sites were located on campus. A substantial number of those sites located off-campus were affiliated with the CCC centers. Most of the centers, across all three segments, plan to expand to some degree during the next decade. Most of the CSU and CCC centers plan to expand their physical facilities, while most of the UC centers plan to expand their programs.

TABLE V.4

DATA ON CHILD CARE FACILITIES ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Average number of sites per campus	1.3	1.2	2.1
Location:			
On-campus	83%	77%	78%
Off-campus	11%	18%	11%
Both on- and off-campus	6%	5%	11%
Centers with planned expansion	89%	71%	78%
Expansion of building	69%	58%	29%
Expansion of programs	12%	33%	57%
Expansion of staff/hours	6%	9%	n/a

Staffing

Table V.5 summarizes staffing patterns across all three segments. The UC centers, on average, employ a greater number of paid staff, who make more money per year, than at the CSU or the CCC centers.

TABLE V.5

CHILD CARE CENTER STAFFING PATTERNS ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Paid staff			
Director			
Average years experience	12.6	15	17
Average annual salary	$28,100	$27,800	$34,200
Head Teacher			
Average years experience	11.2	10.5	12.5
Average annual salary	$20,100	$17,300	$22,100
Teacher			
Average years experience	8.5	9.5	8.5
Average annual salary	$17,000	$19,300	$20,700
Aide/Clerical			
Average years experience	6	7	3.5
Average annual salary	$15,400	$13,200	$16,800
Average number of non-student staff	8	8	13
Centers with student staff	100%	94%	100%
Average number of student staff	23	8	28
Unpaid staff:			
Unpaid student interns	89%	90%	89%
Parents required to work	44%	40%	44%
Unpaid parent/student volunteers	94%	67%	78%

Nearly two thirds of the center directors at UC, CSU, and CCC facilities have a Master's degree or better in Early Childhood Education or a related field. In general, the level of training for paid staff in early childhood education is fairly similar for both the UC and the CSU centers. However, the level of training for paid staff at the CCC centers is generally less than at the other two segments.

Almost all of the centers, across all segments, employ paid student staff. However, the UC schools on average employ nearly 20% more paid student staff than the CSU schools, and nearly four times as many paid student staff than the CCC schools. The CSU centers on average employ nearly three times as many paid student staff compared to the CCC centers. Furthermore, nearly 90% of the UC, CSU, and CCC facilities employ unpaid student interns, and over two-thirds of the UC, CSU, and CCC centers enlist unpaid parent or student volunteers. **In particular, the CSU centers enlist nearly 20% more unpaid parent or student volunteers compared to the UC centers, and nearly 40% more compared to the CCC centers.**

Adult/child ratios

Table V.6 summarizes the adult/child ratios for all three segments. The average adult/child ratio for infants is essentially similar across all three segments. For both preschoolers and school-age children, the average adult/child ratio is lowest at the UC centers, and greatest for the CSU facilities.

While half of the CCC centers count their unpaid student interns in calculating their adult/child ratio, only 37% of the CSU centers and just 12% of the UC centers include these interns in their adult/child ratios calculations. Only two-fifths of all centers, across all segments, require parents to work at the centers. However, nearly one-quarter of the CSU and CCC centers include these parents in calculating their adult/child ratio, while none of the UC centers include parents in their calculations. Similarly, only the CSU and the CCC centers include their unpaid student and parent volunteers in the calculation of their adult/child ratios.

TABLE V.6

DATA ON ADULT/CHILD RATIOS AT CHILD CARE CENTERS ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Average adult/child ratios:			
Infants	1:3.8	1:3.6	1:3.9
Preschool	1:7.9	1:7.0	1:6.0
School-Age	1:9.2	1:8.8	1:7.3
Unpaid student interns counted in adult/child ratio	37%	51%	12%
Parents counted in adult/child ratio	22%	21%	0%
Unpaid parent/student volunteers counted in adult/child ratio	19%	18%	0%
Guidelines:			
Title 5	61%	31%	22%
Title 22	17%	13%	11%
Both Title 5/22	22%	56%	56%
Neither Title 5/22	0%	0%	11%

Funding

Table V.7 illustrates the sources of funds for the child care centers across all three segments. All UC, CSU, and CCC facilities receive funds from parent fees. A majority of UC and CSU campuses receive funds from SDE contract and fund raising. Nearly 40% of the funds come from other sources, such as the CSU General Fund, local Community College District funds, campus general funds, campus donations, etc. CSU centers received funds from the CSU General Fund for the first time during the current fiscal year and the amount allocated to each campus was $10,000. Over 90% of all centers, across all segments, are non-profit organizations.

TABLE V.7

PERCENT OF CHILD CARE CENTERS RECEIVING FUNDS FROM ALTERNATIVE SOURCES

	CSU	CCC	UC
Parent fees	100%	100%	100%
SDE contract	78%	65%	67%
Associated Students fee	89%	15%	11%
Institutional fee	11%	6%	89%
Fund raising	72%	17%	67%
Child Care Food Program	78%	40%	56%
Other (campus donations, etc.)	44%	45%	39%

Budget

Table V.8 summarizes the sources of funds for child care center operations and the average amount of funding received from these sources across all three segments. Not all centers received funds from all sources, so the figures presented represent the average level of funding for only those centers receiving funds from each source. UC centers receive the bulk of their funds from their SDE contract and from student service/registration fees (paid by all students, whether or not they use the child care services). However, the CSU centers receive the bulk of their funds from their SDE contract and from parent fees (paid only by those parents using the facility.)

Heavy reliance on Associated Students (AS) fees is a feature which separates CSU centers from those at the CCC and UC. This difference directly impacts program stability, and thus quality, as AS fees are subject to the approval of a changing student body year after year.

TABLE V.8

TOTAL AMOUNT OF FUNDING RECEIVED FROM ALTERNATIVE SOURCES FOR CHILD CARE SERVICES ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Parent fees	$1,279,714	$1,777,254	$1,120,289
SDE contract	1,310,082	3,133,226	1,035,962
Associated Students fee	767,783	63,593	750
Institutional fee	2,000	91,000	1,310,637
Fund raising	49,032	77,106	134,225
Child Care Food Program	154,424	291,111	89,693
Other	88,773	2,307,223	286,011

For a CSU center, the annual average budget is $164,748, while the average annual budget for a CCC center is $178,645, and a UC center average annual budget is $431,790. The average annual budget for the CSU centers is thus the least compared to the UC and CCC centers. While the average annual budget for a CCC center is only 10% more than for a CSU center, the average annual budget for a UC center is over 160% greater than that for a CSU center.

The average expenditures by licensed capacity ratio were also calculated across each segment. The CSU centers maintained the lowest average expenditures by licensed capacity, at $2,496/student, with the CCC centers being slightly higher, at $2,881/student. The UC centers maintained the highest average expenditures by licensed capacity, at $3,722/student.

Fees

Table V.9 presents fee information from all three segments. The UC centers are the most expensive, while the CCC centers are the least expensive. Fees at the CSU facilities fall somewhere between those charged at the UC and the CCC campuses. (Specific data on the fees charged by individual CSU campuses are presented in Appendix K.) For the UC, CSU, and CCC centers, students are charged less than are faculty/staff or community users. In general, both half-day and full day fees at the CSU centers are less than at the CCC centers, and again, students pay the least. The half-day and full day fees are not directly related to the hourly fees, as the determination of how many hours is a full or a half-day varied across all segments, from center to center.

TABLE V.9

COMPARISON OF CHILD CARE PARENT FEES
ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Hourly:			
Students	$ 1.86	$ 1.29	$ 2.33
Faculty/Staff	2.13	1.59	2.62
Community	2.28	1.58	3.50
Half-Day:			
Students	$ 7.96	$ 8.06	n/a
Faculty/Staff	8.33	8.58	n/a
Community	9.11	6.96	n/a
Full-Day:			
Students	$14.91	$15.86	n/a
Faculty/Staff	15.71	15.13	n/a
Community	17.02	7.50	n/a

Table V.10 summarizes the data in terms of additional fees charged across all segments. Application fees and one-time registration fees are charged most frequently across all segments. On average, the UC centers charge a $5.00 application fee, while the CSU and the CCC centers charge twice as much. However, the CSU centers charge, on average, only $15.63 for a one-time registration fee, compared to $38.75 at the UC centers. The CCC centers charge an average of $13.89 for a one-time registration fee.

TABLE V.10

COMPARISON OF ADDITIONAL FEES CHARGED ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Percentage of centers charging additional fees:			
Application fee	28%	21%	22%
Insurance fee	6%	13%	11%
Field-trip fee	6%	0%	11%
One time registration fee	28%	14%	44%
Annual registration fee	6%	6%	11%
Deposit	0%	10%	11%
Average amounts of additional fees:			
Application fee	$ 10.00	$ 10.88	$ 5.00
Insurance fee	4.00	3.91	200.00
Field-trip fee	2.00	n/a	1.50
One time registration fee	15.63	13.89	38.75
Annual registration fee	10.00	9.50	20.00
Deposit	n/a	9.33	100.00

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Policy/Administration

Table V.11 presents the results of policy and administrative questions for all three segments. While policy making is evenly split between the center director, advisory board, and staff/parents for the UC centers, most policy making at the CSU and CCC centers is handled by the advisory board. The directors of the UC centers report most frequently to a Student Services Administrator, such as a Vice Chancellor for Student Affairs, while the directors of CSU centers report equally to the General Manager of the Associated Students or to a Student Services Administrator. Most of the directors of the CCC centers report to the Chair of the Home Economics or Child Development Departments.

While the advisory board has the authority to hire and terminate employees at the majority of the CCC centers, the center director has this authority at most of the UC and CSU centers.
Every CSU center, and over three-quarters of all UC and CCC centers, maintain an advisory board. For the UC centers, the advisory board is composed mainly of parents, whereas the advisory board is made up mostly of parents and center staff at the CSU and CCC centers. Across all segments, the advisory board's main function is to assist in policy making and planning. However, the advisory board also assists in the budget process and fund raising, particularly at the UC centers.

Nearly 80% of the CSU centers maintain a Board of Directors, compared to only 12% of CCC centers and none of the UC centers. For the CSU centers, this Board is made up of representatives from the Associated Students Board, as well as parents and staff. For the CCC centers, this Board is composed primarily of representatives from the Associated Students. And, similarly to the advisory board, the main purpose of the Board of Directors is to assist in planning and policy making, although at the CSU centers, this Board does have some input with regard to fund raising and budgetary concerns.

TABLE V.11

INFORMATION ON THE ADMINISTRATIVE AND POLICY MAKING STRUCTURES OF CHILD CARE CENTERS ACROSS THE THREE SEGMENTS

	CSU	CCC	UC
Center policy makers:			
Director	28%	26%	33%
Advisory board/faculty	72%	61%	33%
Staff/parents	0%	11%	33%
Center Director reports to:			
Student Srvcs. Administrator	50%	47%	56%
Business Srvcs. Administrator	0%	17%	44%
Associated Students Manager	50%	7%	0%
Dept. Chair/faculty	0%	32%	0%
Authority to hire/terminate:			
Director	56%	38%	89%
Board	39%	50%	0%
Faculty/department	0 %	11%	0%
Student Srvcs. Administrator	1%	0%	11%
Advisory Board:			
Centers with advisory board	100%	82%	78%
Advisory board membership:			
Parents	25%	29%	57%
Parents/staff	45%	50%	43%
Faculty	15%	0%	0%
Campus representatives	15%	21%	0%
Advisory board function:			
Planning/policy making	76%	93%	86%
Fund raising/budget	24%	8%	43%
Board of Directors:			
Centers with Board of Directors	78%	12%	0%
Board of Directors membership:			
Associated Students Board	60%	100%	n/a
Parents/staff	40%	0%	n/a
Board of Directors function:			
Planning/policy making	75%	100%	n/a
Fund raising/budget	25%	0	n/a

CSU Child Study Centers

Surveys were completed by six CSU child study centers: CSU Hayward, CSU Northridge, San Diego State University, San Francisco State University, San Jose State University, and California Polytechnic State University, San Luis Obispo. No survey responses were received from U.C. child study centers, although surveys were mailed to the 6 centers which are operated on U.C. campuses.

Table V.12 provides a comparison of data from the CSU child study centers in relation to the CSU child care centers. In brief, the main differences between the CSU child study centers and the CSU child care centers are in the budget, the parent populations the two centers serve, and in the fact that the CSU child study centers are designed as clinical settings in which CSU students can observe children, and not as child care facilities.

TABLE V.12

DATA FROM CSU CHILD STUDY CENTERS IN RELATION TO CSU CHILD CARE CENTERS

	CSU Child Study Centers	CSU Child Care Centers
Parent Populations Served:		
Students	50%	100%
Faculty	67%	100%
Staff	50%	100%
Community	100%	56%
Other	17%	11%
Centers giving admission preference to students	0%	94%
Centers with waiting list(s)	67%	94%
Average number of days open	145	191
Staffing:		
Centers with paid student staff	83%	100%
Unpaid student interns	100%	89%
Parents required to work	17%	44%
Unpaid parent/student volunteers	50%	94%

Only one of the child study centers, Hayward, is licensed, with its capacity being 48 preschool students. All CSU child study centers provide child care services to the community. However, only 50% of the child study centers provide services to students or staff. None of the child study centers had contracted with SDE to provide child care services.

The CSU child study centers are open on average only 145 days per year, nearly 25% fewer days than the CSU centers.

Nearly all of the child study centers provide part-time care, and only one third of them provide care during the summer months.

All CSU child study centers provide services to children with special needs. Every CSU child study center offers an educational component for the children, but only half of them provide an educational component for the parents. This is in contrast to the CSU centers, where 94% of the centers provide an educational component for the parents. Only half of the CSU child study centers serve meals, as compared with 83% of the CSU centers. And only half of the CSU child study centers offer referrals to other child care providers, as compared with 67% of the CSU centers.

Only one CSU child study center is licensed under either Title 5 or Title 22, whereas 72% of the CSU centers are licensed under Title 5 and 100% of the CSU centers are licensed under Title 22. None of the CSU child study centers is accredited by the NAEYC.

Most of the CSU child study centers operate one site, located on campus, with the facilities owned by the State. Most child study centers employ students as paid staff, employing an average of two per child study center. All child study centers employ unpaid student interns, but only half of the child study centers enlist unpaid parent and student volunteers, compared with 94% of the CSU centers. Only one CSU child study center requires parents to work at the site, whereas nearly half of the CSU centers required parents to work on site.

Table V.13 presents information regarding the funding of the CSU child study centers. The average annual budget for a CSU child study center is $41,529, which is in sharp contrast to the $164,748 average annual budget for a CSU child care center. Only one-third of the CSU child study centers charge an application fee, which is on average $30. This is three times the average application fee charged at the CSU centers. And only one of the six CSU child study centers charges an insurance fee or additional registration fee.

In terms of fees charged, the CSU child study centers charge on average, $375 per semester. Unlike the CSU, UC, or the CCC centers, there is no fee differential between students, faculty/staff, and the community; the same rates are charged to each parent group. Nearly all of the CSU child study centers are non-profit organizations.

TABLE V.13

AMOUNT RECEIVED AND PERCENT OF CHILD STUDY CENTERS RECEIVING FUNDS FROM ALTERNATIVE SOURCES

Parent fees	$212,707	100%
SDE contract	n/a	0%
Associated Students fee	0	0%
Institutional fee	1,830	33%
Fund raising	6,000	33%
Child Care Food Program	0	0%
Other (interest)	1,100	17%

Two thirds of the CSU child study centers maintain an advisory board, but only one of the six CSU child study centers maintains a board of directors. Every child study center advisory board is composed of faculty, parents, and teachers, with its function being to assist in policy development and planning. For the most part, the directors of the CSU child study centers report to the related department chair, e.g., the chair of the home economics or family studies department, or the chair of the child development department. For half of the CSU child study centers, the director has the authority to hire and terminate employees, whereas at the other half, the affiliated department has that authority. At the CSU child study centers, the average teacher has had 8 years of experience, earning $14,000 annually. This is similar to the teachers at the CSU centers, although the teachers at the CSU centers earn, on average, $3,000 more per year than the teachers at the CSU child study centers.

CHAPTER VI

THE ADEQUACY OF FACILITIES FOR CHILD CARE SERVICES AT THE CSU

METHODOLOGY

Introduction

To address the issue of facility adequacy, characterized by the Legislature and by the Governor as the determination of the overall availability of space and the quality of facilities available for student and employee child care, specific site information was gathered from each campus, relative to current child care facilities and those planned for the future.

Adequacy of Current Facilities

In order to be initially deemed adequate in this analysis, child care facilities were required to be both licensed by the responsible state agency and allowed to operate at their current licensed capacity. Ultimately, however, adequacy of facilities was determined through a comparison of the *demand* for center-based child care at each campus to the current licensed *capacity* of the children's center at that campus.

Thus, information was gathered from the children's center director at each campus regarding the licensure of the center and the current capacity and operation. In addition, survey results identifying the demand for care on campus were analyzed to yield separate totals for CSU student and employee parents; for infant, preschool, and school-age children; for daytime hours (6:00 a.m. - 6:00 p.m.) and evening hours (6:00 p.m. - 10:00 p.m.); and for each campus. For the analysis of demand among CSU employees, figures were listed for each campus and for the Chancellor's Office.

The procedure selected for analyzing the unmet demand at each campus was extremely conservative. The number of parents who reported a preference for child care on campus was adjusted to reflect the actual number of children represented in each age grouping. From this number of children, the number of hours they would use care on campus each week was totalled separately for daytime and evening hours of care and was defined as the demand for on campus care.

The total hours of care were then converted into full time spaces using the following definitions of full time care. For all age groups of children (infant, preschool, and school-age), 20 hours per week was defined as full time for *evening* care between the hours of 6:00 p.m. and 10:00 p.m. each weekday. The conversion into full time spaces for such evening care was yielded by dividing the total number of hours of care for each age group by 20 hours per week. For infant and preschool children, full time *daytime* care was defined as 50 hours per week between 6:00 a.m. and 6:00 p.m. For school-age children, different formulas were used to differentiate between the full day care used during summers and holidays (when regular school is on vacation) and the extended day care used during the remainder of the year (when regular school is in session). Thus, 50 hours per week was chosen to define vacation care and 20 hours per week defined extended day care.

The conversion into full time spaces permitted a very conservative assessment of the unmet demand for child care at each campus. In contrast, use of the number of children whose parents selected a certain care arrangement would have inflated the actual demand for care, as not all children will use full time care. The risk, however, in using the conversion is that the actual demand for care will be *underestimated*. This occurs particularly when many parents select part-time care, as might be expected for student parents. Each children's center facility can accommodate only its full licensed capacity at any one time.

The conversion provides an approximation of full time use by adjusting for families who may use care on a part-time or drop-in basis. For example, two children that each use half-time child care would be counted as one full time space. This procedure is conservative and tends to understate actual child care demand, as both half-time users might use child care during identical morning hours and would occupy two child care spaces rather than one. However, when specific hours of child care use are not available, conversion into full time spaces is the most effective method for determining demand and comparing demand to space availability.

The total number of full time spaces, representing the demand for care for each age group, was then compared to the total licensed capacity of the children's centers at each campus. The "unmet" demand for care reflected the difference between the total demand for full time care on campus and the licensed capacity. The unmet demand figure is reported as full time spaces, and is the actual number of child care spaces needed to accommodate the identified unmet demand.

This procedure is conservative in an additional way, as it uses licensed capacity rather than the actual service levels of the children's centers, which may be lower. Thus, it assumes that campus children's centers are providing services at the current maximum calculated from their licensed capacities. In cases where financial resources do not permit this maximum level of service, the demand is *underestimated*.

Also, for evening care, the "unmet" demand is actually the difference between the level of service *possible* on the basis of children's center capacity, and the identified demand. In cases where evening services were not provided on campus, the unmet demand is substantially *underestimated*.

In all cases, the licensed capacity of campus children's centers was used for the analysis of unmet demand for both daytime and evening care. This, then, assumed that all children's center facilities would be available for both daytime and evening child care "shifts", which would maximize efficient use of existing facilities.

Current Campus Planning for Future Facilities

Specific site information was gathered from each campus to address the issue of future planning for child care facilities. The campus executive dean is charged with physical planning and development responsibility at the local level, although the exact title of the individual varied by campus. A letter was sent to each such Dean, and at least one follow-up telephone call was made. Information was secured regarding future space identified for child care and whether future child care facilities were part of the campus master plan. The relative degree to which each campus had open, unbuilt space which might simplify future space planning for child care facilities was researched through this telephone contact. In the event that child care facility planning had not been formalized, the campus Deans were asked to speculate about future space available for child care facilities or future child care capacity, without regard to the issue of funding availability for either facilities or program operation. Thus, this process provided an indication of the maximum amount of child care services the campuses could deliver on the basis of space availability.

Site plans, floor plans, and blueprints showing existing child care facilities and their location on campus were requested from all campuses. A general analysis of location and type of facility was conducted for those campuses from which plans were available and were received.

Campus children's center directors were also contacted regarding their understanding of possible future space for child care expansion or development.

Site Visits

The original plan of this study included site visits to each campus for the purpose of analyzing potential child care space surplus to instructional needs which was to have been identified by physical planning and development. When it was discovered that future potential space had not been identified, such site visits were no longer feasible.

Site visits of each children's center had also been included with the originally planned campus visits. With the removal of the analysis of future potential space, it was decided to retain children's center site visits, but to limit them to a total of 12 representative campus children's centers. Summa Associates completed site visits at seven campuses, which included Dominguez Hills, Humboldt, Long Beach, Los Angeles, Northridge, Sacramento, and Sonoma. ETI conducted site visits at five campuses, including Bakersfield, Chico, Hayward, San Francisco, and San Jose. This methodology revision was made with the approval of Dr. Anthony Moye, Deputy Vice Chancellor, Academic Affairs - Resources with the Chancellor's Office, prior to the date of the Interim Report and the meeting with the CSU Child Care Advisory Committee.

Recommendations for Future Facilities

The RFP required that a critical discussion and evaluation of future facility needs for child care services be presented. The unmet demand for on campus care, which was reported as full time spaces, represented the actual facility capacity which would be required to address the unmet demand for child care.

To meet Current Demands

The analyses of unmet demand for campus-based child care yielded results to guide facility planning for child care services systemwide, at each campus, and, for employees, at the Chancellor's Office. Appropriate specifications for licensed child care center space were developed, in conjunction with the Summa Associates' architect, to enable each campus to address its own facility planning needs, as space and funding availability would permit. Such specifications incorporated recommendations regarding square footage per child, types of space to be included in the facility, number of children per group, and square footage per classroom. Need for lighting, plumbing, outdoor space, and drop off/pick up area were also provided.

The Chief of Planning for the Chancellor's Office supplied the method used to calculate building construction and renovation costs for the purposes of this report. According to this method, campuses which had most recently built new facilities specifically designed for child care were contacted to secure construction costs, from which an average cost of construction was calculated per square foot. Seventy percent of that figure was deemed to represent the renovation cost per square foot. Costs for future facility construction and renovation were reported on a per square footage basis and were designed to be uniformly applied to facility development throughout the

CSU system. Thus, regional variations in construction and renovation costs were not incorporated.

CSU, Sacramento, Sonoma State University, and CSU Los Angeles were in fact selected for site visits because they each had relatively newly built centers designed for child care. In order to use the costs of constructing these centers as the basis for calculating average systemwide costs, the adequacy of the facilities had to be ascertained through the site visits.

In addition, the Chief of Planning confirmed information regarding the application of building codes to campus facilities within the CSU system and the criteria for inspection and ultimate compliance, which would impact child care facilities. Prior to this discussion with Planning, a process of calling community agencies in the nineteen campus areas with jurisdiction over local construction and child care occupancy was undertaken. Such agencies included the Departments of Building and Safety, Planning, Fire, and Health. Information so gathered was further clarified through contact with both the State Fire Marshal's Office in Sacramento and the CSU General Counsel. Finally, this information was verified, summarized, and prepared for inclusion in this report with the assistance of the Summa Associates' architect.

To meet Future Demands

The recommendations for campus-based child care facilities, above, would address the current demand only. Thus, facility planning must incorporate a projection of future campus-based child care demand to be effective.

Survey data provided information about current demand for campus-based child care services among students and employees of the CSU. In a previous portion of this report, demand for child care was evaluated relative to the existing supply of care, both in the community surrounding each campus and statewide. A projection was also generated to show the expected changing demand for care from the present through 1996. The same increase, or decrease, yielded from this projection was applied to the current demand for campus-based care to establish future demand for campus-based child care. Future demand was reported as licensed facility capacity by age group of child to be served.

Specifications reported to facilitate current child care facility planning were designed to enable the CSU to make its future space planning decisions as well. The average systemwide construction and renovation costs reported could be transformed into future child care facility costs, with the appropriate adjustment. This assumes that child care licensing regulations will not undergo significant changes within the eight-year time period of the projection. This assumption was explored with the agency responsible for licensing of child care center and family day care home facilities, the Department of Social Services Community Care Licensing Division. Additional public policy experts and child care advocates were consulted to determine their sense of future licensing directions.

Finally, an historical perspective of the CSU child care facilities and program operations was considered an important informational base from which to make recommendations. Thus, budget and enrollment information was requested from children's center directors at each campus. Additional telephone contact with center directors solicited information regarding funding history, administrative structure, and relationship with the University.

Summary

Information from each campus contributed to the evaluation of the availability of space and the quality of facilities to meet current and future demand for child care services. Such information was gathered from children's center directors at each campus, physical planning and development Executive Deans at each campus, and faculty directors or child study centers operated by academic departments at those campuses which had them. In addition, representative center site visits were conducted at 12 of the 18 campuses with existing children's centers.

Demand for child care on campus was expressed for students and employees separately in terms of number of full time child care spaces that would be used by each age group. Unmet demand reported the difference between this total demand and current facility capacity by age of child. These results were reported for the CSU system, each campus, and the Chancellor's Office (to provide employee child care).

FINDINGS

Introduction

Eighteen of the 19 CSU campuses have children's center facilities offering some form of child care services. The nineteenth campus operates a child study center within an academic department. A total of nine other campuses also have such child study facilities. However, given these categorizations, great diversity exists in the types of facilities, programs, funding resources, and administrative structures found among the campuses. Definitions of children's centers and child study centers appear in the definitions section of this report (page xix).

This chapter provides an analysis of campus child care facilities, which will include the adequacy of current facilities and the degree to which current child care demand is met. The analysis continues with a discussion of campus facility planning, which addresses both current and future demand for services. An overview of current regulations begins this analysis.

Regulation of Child Care Facilities

Child Care Licensing Regulations

The Child Care Ombudsman Program with the State Department of Social Services Community Care Licensing Division was contacted regarding current Title XXII licensing regulations. These include regulations for general licensing, child care, and infant care and guidelines for sick child care (for mildly ill children) and school-age child care.

The provision of child care services in the State of California is controlled by laws and regulations governing facility characteristics, staffing and program quality. Child care is licensed under Title XXII, an administrative regulation which adds definition to the State Health and Safety Code and allows implementation by the administering agency, the Department of Social Services. All licensed child care in California, whether available in centers or family day care homes, must comply with Title XXII regulations.

The State Department of Education Child Development Division was contacted for clarification of other pertinent child care regulations, including Title V and Title XX. The Education Code containing the Child Development Act, the law controlling state-funded child care, and the current Child Development Program Quality Review instrument were obtained and reviewed.

Additional child care regulations beyond Title XXII are applied to child care programs based on their source of funding. Title XX regulations, part of the old Social Security Act, and the Federal Interagency Day Care Requirements pertain only to federally funded programs. In California, this would include Head Start, Migrant (federally-based), and Special Education programs. These federal programs target services to special populations only. It should be noted that Head Start provides only half day child care, which requires parent involvement.

Title V is an administrative regulation, which is the expanded version of the Education Code and provides for administration by the State Department of Education. This applies only to programs funded by the State, including general child care and campus child care, and addresses administrative issues, such as program quality, staffing, and reimbursement. In addition, state-subsidized child care programs are subject to the PQR (Child Development Program Quality Review) instrument, which sets standards for organizational structure, educational quality, and volunteer and community involvement. Title V regulations are currently being updated and, in their current form, are not usable.

Thus, all licensed child care in California is subject to Title XXII regulations and additional regulations may be applied to funded programs, depending on their source of funding.

According to the State Department of Social Services, campus child care is exempt from licensure when the program is funded by the Department of Education Child Development Division (CDD). In such cases, programs are governed by Title V regulations, which impose a more rigorous standard than that of Title XXII regulations. Thus, where this duplication of standards exists, programs are exempted by the Department of Social Services. However, when not funded through CDD, campus programs are required to be licensed because there is no duplication of standards.

Campus child study centers are exempt from state licensing even in the absence of CDD funding. This policy applies to "child care training/demonstration (programs) operated as part of the curriculum of any university".

Facility Regulations

Community agencies with jurisdiction over local construction or renovation of child care facilities were contacted in the nineteen campus areas, and included Departments of Building and Safety, Fire, Planning, and Health. In several communities, both Fire and Building and Safety officials reported that state entities such as The California State University system were not subject to local jurisdiction, but no specific code sections were referenced.

The Office of the General Counsel of The California State University was then contacted to clarify this issue and referred Summa Associates to the Office of the Chancellor, Physical Planning and Development. According to the Chief of Planning, a facility constructed or renovated by California State University, as a state entity, is extrajurisdictional and is not subject to local regulation. Citing Title 3 of the California Education Code, Part 40 of Division 5 commencing at 66,000, the Chief of Planning stated that the university system follows state codes, and rarely responds to local jurisdiction, except in situations where the application of the "good neighbor" policy is deemed appropriate.

With reference to compliance with local fire codes, the State Fire Marshal's Office in Sacramento referred to the legal decision in Hall versus City of Taft of 1956 (State of California Code, 47 C 2 d 177). This decision confirms the suspension of jurisdiction of local Fire Codes over state entities, such as The California State University system. Local fire agents may be allowed to enter for prefire planning, but not to inspect.

This information was gathered with the assistance of Summa Associates' architect. Additional facility design features appear in Appendix Z, "Specifications for Child Care Center Space" and the applicable code sections are itemized in Appendix AA, "Regulations Governing Construction of Child Care Facilities".

Future Regulations

Conversations with licensing officials of the Department of Social Services addressed the direction of future licensing regulations. The major activity within current licensing efforts relates to child care for mildly ill children. A package of proposed regulations is in the process of being developed for public hearings. In addition, family day care licensing regulations are being examined and updated. The regulations for school-age child care and infant care were adopted in 1987 and it is likely that they will be evaluated in the future, following more experience with the operation of the regulations. Licensing regulations for general child care are already in place and there are no plans for changes in the immediate future. Thus, the Department of Social Services reported that any future changes within child care regulations would be very difficult to characterize at this point.

Similarly, officials within the State Fire Marshal's Office and other agencies had no basis for making projections about changing building and safety, fire, planning, and health regulations that would impact child care in the future.

Current Facilities

All children's center facilities at the 18 campuses are licensed and, thus, meet state child care licensing regulations. These facilities vary widely in terms of their age and condition, type, and location. Two previous analyses performed by the Chancellor's Office indicated that the system had some awareness of this issue.

As background to information gathered in this study, these two previously prepared reports on the subject of facility needs were reviewed. These reports are discussed below.

"1985-86 CSU Children's Center Survey"

The "1985-86 CSU Children's Center Survey", distributed by the Academic Affairs Department of the Chancellor's Office, was intended to obtain current and comparable information regarding services provided by campus children's centers and covered the level of use, financial resources, expenditures, and staffing information. The responses from the 19 campuses provided the data contained in the May, 1987, Board of Trustees' agenda on child care.

The survey results presented to the Board of Trustees, "Facility Description: Type and Condition", included a categorization of campus children's centers according to facility type. According to that information, two campus children's centers use converted residences, 6 are housed in surplus campus buildings, 3 use trailer units, 5 programs are in facilities specifically designed for child care, and 6 use other building types, including leased church space.

The condition of facilities was also rated and needed repairs were itemized. On the basis of this analysis, 3 facilities were rated as excellent, 4 were poor, and the remaining 12 were equally split among good and fair ratings. The listing of needed repairs included those essential for health and safety in addition to desirable repairs.

While the general accuracy of this information was confirmed by campus center Directors and physical planning and development Executive Deans, many of those contacted felt the information was not uniformly gathered. As an independent verification was beyond the scope of this study, information is included here as reported. Please refer to Appendix H. However, it is known that the Sacramento children's center has moved into a newly constructed facility designed specifically for child care in January of 1988, after the time of that report. In addition, the child development center at CSU Stanislaus had been incorrectly included as a licensed children's center, when in fact it is a child study center.

"Child Care Facility Capital Outlay Needs"

A later analysis was conducted informally by Physical Planning and Development in approximately January of 1987. The draft report, "Child Care Facility Capital Outlay Needs", identified the costs for facility building or renovation, as needed campus-by-campus, and the number of children such facilities would accommodate. This draft report was supplied by the Chief of Planning with the Chancellor's Office, who recommended that the cost figures be assumed not to be valid without campus level verification. Again, since such verification was beyond the scope of this study, the information is included here in Appendix I as originally reported.

The results indicated that a total of $8,661,000 would be required for the construction of 11 new facilities and the remodeling of 6 facilities to accommodate 1,032 children systemwide. Two campuses, Fresno and Humboldt, were included as requiring both new construction and remodeling. New construction was deemed to be required where temporary facilities existed and renovation was required where permanent facilities were found.

The facility costs and capacity reported for Long Beach, Los Angeles, Sacramento, and Sonoma were not included in the systemwide total. These campuses had facilities which, at the time of the report, were recently completed or would soon be under construction. Had the licensed capacity at these four campuses been included, the systemwide total would have risen to 1,417 children. Eleven of the remaining 15 campuses housed their programs in temporary facilities, according to the draft report.

Site Visits

Twelve representative campuses were visited, out of a total of 18 campuses with children's centers. The site visits were undertaken to develop a sense of the types of facilities currently in use for child care. Summa Associates completed site visits at seven campuses, which included Dominguez Hills, Humboldt, Long Beach, Los Angeles, Northridge, Sacramento, and Sonoma. ETI conducted site visits at five campuses, including Bakersfield, Chico, Hayward, San Francisco, and San Jose.

Campuses were chosen for site visits on the basis of the facility diversity they represent. CSU, Bakersfield operates its children's center in a temporary converted classroom trailer which is provided as an in-kind contribution and is one of the two remaining trailer units used for this purpose systemwide. At CSU, Chico, the center is located in a state owned surplus campus building. The temporary children's center at CSU, Dominguez Hills is housed in a former office on campus that is owned by Associated Students, while CSU, Hayward's children's center is located off campus in leased church space which is considered temporary. Both Humboldt State University and CSU, Northridge operate their children's centers in temporary converted residences which are state owned.

CSU, Long Beach operates an off campus infant program in leased church space, as well as a center on campus designed for child care that was a private gift to the University. CSU, Los Angeles program is also in a facility specifically designed as a child care center which was donated. San Francisco State University houses its children's center in a state-owned surplus campus building, while San Jose State University's program is off campus in space leased from a church; both are designated as temporary facilities. Finally, both Sacramento and Sonoma State Universities' centers were examples of leased facilities designed for child care use. These centers represented the full range of differing facility type, location, condition, and ownership found in the CSU system.

Temporary Facilities

The labelling of a facility as "temporary", above, represents physical planning language which indicates that future construction would be needed to create a permanent facility. However, a facility may retain the temporary distinction for 20 years or more. For example, the center at Dominguez Hills was described as being an old wood frame home deteriorating beyond repair and the facilities at Northridge were called old and not worth renovating. Thus, the term temporary shows the intent of the system to develop permanent child care facilities.

This intent is not always corroborated by evidence of master planning. The problem involves the issue of funding. Where there is no current funding, there is no mechanism for building permanent child care facilities. Conversations with campus physical planning and development executive deans confirmed again and again that most master planning is done for those activities for which state money is available. Thus, the funding constraint which limits children's center facility development is a two-edged sword. In the absence of state capital outlay money for this purpose, master planning for child care facilities is not likely to occur. And, because child care programs are activities for which state university money is not available, the facilities that house the activities are not being funded nor master planned.

Children's Centers

The director of each campus children's center was contacted to determine possible locations where center expansion might take place and whether renovation or new building would be required. Additionally, information was gathered regarding current facility capacity, enrollment, types of expansion services recommended, and whether child care facilities had been master planned. Please refer to Appendix K, "Summary of Campus Children's Centers."

All center directors recognized the need to expand services and many mentioned infant care, evening programs, and services for faculty/staff as likely possibilities. The majority also reported that the identification of expansion space did not consider the paramount issue of how any such expansion programs might be operated in the absence of adequate funding.

Several directors mentioned that a standardized procedure for maintaining waiting lists was being pilot tested at 8 campuses. Waiting lists record the number of children interested in enrolling who are prevented from doing so by lack of program vacancies. Such lists are traditionally used by child care centers to measure the demand for their services. One director stated that the waiting list at her center had 500 children's names recorded, convincingly indicating that demand was strong.

Child Study Centers

The analysis of current facilities offering child care was expanded to include child study centers on campus. These programs are operated by academic departments under a variety of names, including early childhood center, child development laboratory, and child lab school. Technically, these programs are not considered child care by their faculty directors and, with two exceptions, are not licensed by the state agency regulating child care. It should be noted that many campuses, particularly those which do not have child study centers, use the campus children's center for the purpose of child observation and practicum teacher training of CSU students. Please refer to Appendix J, "Summary of Child Study Centers."

An official with the President's Office at San Francisco State University reported that the child study center at their campus was a "research and observation facility" for a small number of children and was considered an academic support program. Such centers are not to be confused with the term "lab schools", which are deemed facilities for teacher training and generally no longer exist in the CSU system as a result of legislation.

The faculty director of each child study center was contacted by telephone to determine whether their facility was licensed and what the scope of their program was. This effort revealed that only two of the ten campuses contacted that had a facility that was exclusively used as a child study center were also licensed. At CSU, Hayward, the campus provides the building in which the program operates separate morning and afternoon (half-day) preschool programs. In this case, the program is funded by the State Department of Education Child Development Division (CDD) through its State Preschool Program. That facility is licensed for 17.

At Humboldt State University, the program is licensed and operates both morning and afternoon preschool sessions with a total facility capacity of 48 children. The faculty director, Ms. Emilla Tschanz, understood that licensing had not been required, but was done anyway. The state licensing agency confirmed that demonstration laboratories are exempt from licensure.

Issues for Children's Centers and Child Study Centers

The degree with which child study centers and child care facilities are integrated or cooperate with one another at the campuses varies significantly. At one extreme, a child care center director, still in her first year on the job, had had no contact with the child study center faculty or facility, although they were located next door to one another. In another case, CSU students would use the child care center regularly as a child observation site, but there was no contact or coordination between the center and faculty directors.

At certain campuses, mutually beneficial cooperation seemed to exist. Often this was enhanced by formal relationships, regular communication, and an understanding of program commonalty rather than differences. At San Diego State University, the child study center is operated through the Family Studies Department by a faculty director. The child study center allows the Associated Students' (AS) child care program to use space, with the trade-off that CSU students in the academic program can be employed in the child care center. The faculty director and the children's center director have regular monthly meetings and speak informally more often.

The faculty director felt that this was an innovative approach, as the AS program now mainstreams special needs children, with some assistance from the child study program. He also considered it important for child study centers and child care centers to build bridges with one another for a practical reason: "(working in the child care center gives students) a more realistic notion of what care is like in the community." He felt there was room for improvement of services, such as modifying schedules to expand potential hours of operation.

The biggest issue for child study faculty seems to be the concern that providing child care services would dilute the role of training competent student teachers. However, the faculty director felt that child care and child study have much more in common than previously thought and are both part of the same early childhood education community. He recommended that child study centers should see themselves as both a model and a resource for child care programs. The child study program has a theoretical orientation, while the child care center emphasizes applied research. This understanding of each program's placement within the early childhood education continuum would facilitate cooperation.

At CSU, Fresno, the licensed children's center operates 3 sites, two of which are located in academic facilities and used by the Home Economics Department as an observation site for CSU students. Yet these two facilities, which serve as child study centers, are licensed by the State and operate as children's centers. Thus, the campus does not have a facility serving exclusively as its child study center but uses its children's centers to serve that purpose.

The campus supervisor of the children's center programs at CSU, Fresno is the Assistant Director of the Office of Student Programs and, as Advisor to the AS, Executive Secretary of the children's center Advisory Board. He felt that the program as operating at Fresno offered CSU students "a wonderful opportunity to participate in a more realistic child development experience." The CSU students observe children who are regular members of a group and, thus, the children's behavior is more realistic and representative of real life. In general in child study centers, children attend the program only during the observation periods. He referred to this program as "a student service being offered in academic facilities in conjunction with an academic program." He felt that this approach improved the "step-child relationship" most campuses have with their children's centers by effectively mainstreaming them into the University.

Adequacy of Current Facilities

The focus of this chapter is to assess the availability of space and the adequacy of facilities available for CSU student and employee child care services. In order to be deemed adequate in this analysis, child care facilities were required to be both licensed by the responsible state agency and allowed to operate at their current licensed capacity. Finally, adequacy of facilities was determined through a conservative comparison of the demand for center-based child care at each campus with the current capacity of the children's center at that campus.

Great diversity exists among campus children's centers in terms of their age and condition, type of building, location, and availability of space. This diversity is partially the result of local responses at campuses to meet differing child care needs, but it is also partially a result of limited resources and space. An anecdote reported by the campus center director at Bakersfield addresses the negative side of this diversity:

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> A CSU, Bakersfield student (whose child had attended the campus' children's center) was getting married and moving away. She was planning to transfer to a northern CSU campus to continue her studies. She visited the center at the new campus and was so upset at the condition of the facility that she decided to transfer to a college outside the CSU system instead.

This anecdote shows that limited financial resources and inadequate space negatively impact center condition. It also indicates that parents may evaluate the CSU children's centers on the basis of facility quality, rather than program quality. In fact, research in the past has shown that facility appearance and cleanliness are the primary factors influencing a parent's choice of child care.

Thus, the definition of facility adequacy used in this chapter is not intended to dismiss the substantial need for facility construction (facility replacement) and renovation by many of the campus centers. It was merely beyond the scope of this study to perform a comprehensive architectural analysis of the physical needs of each campus facility. It was also generally discovered that it was lack of adequate funding that prevented needed repairs from being made, rather than a lack of awareness of the exact repairs needed.

Facility Licensing

Eighteen campuses have children's center facilities which are licensed for child care by the State Department of Social Services Community Care Licensing Division. In addition, two campus child study centers (Hayward and Humboldt) are licensed for child care. Facilities must meet a uniform standard in order to be found in compliance with licensing regulations. Thus, whether the facility houses full-day day care or a half-day preschool program, there are no distinctions within the facility requirements. Child study centers are exempt from licensure when operated as part of the University curriculum.

Center directors at 18 children's centers and faculty directors at 10 child study centers in the system were contacted and summaries of the information gathered are included in Appendices J and K.

Relationship Between Current Space and Current Demand

Student and employee survey data were analyzed by campus to determine current demand for on campus child care services among each population according to age of child and total hours of care they would use. The total number of hours of care per week was converted into the equivalent number of full time spaces. This calculation was used to facilitate a conservative comparison of demand with facility capacity. An explanation of full time spaces is given in both the definitions section of this report and the methodology section of this chapter.

The results appear in Appendices N through U and are differentiated according to the following criteria:

(1) By CSU student parents and employee parents
(2) By infant, preschool, and school-age child care
(3) By daytime hours (6:00 a.m. - 6:00 p.m.) and evening hours (6:00 p.m. - 10:00 p.m.) of care that would be used on campus
(4) By CSU Campus

Appendix N shows that the greatest demand for daytime infant care among **student** parents is the 800 full time spaces needed at CSU, Long Beach, and the 317 full time spaces needed by California State Polytechnic University, Pomona for evening care is the largest in that category. San Diego State University shows it has the most substantial demand for daytime preschool care in Appendix O, with 863 full time spaces, and the 525 full time spaces registered by California State Polytechnic University, Pomona is again the greatest demand for evening services. Appendix P shows San Francisco State University to have the greatest daytime demand for school-age care for both 6 - 11 year olds (601 full time spaces) and 12 - 15 years olds (78 full time spaces). Evening care demand at San Jose State University (313 full time spaces) is the largest among 6 - 11 years olds, while among 12 - 15 year olds, CSU, Hayward is shown to have the biggest demand (80 full time spaces), as reported in Appendix Q.

In Appendix R, among **employee** parents preferring infant care on campus, San Diego State University had the greatest daytime demand for care (239 full time spaces), while CSU, Northridge had the greatest demand for evening infant care (20 full time spaces). Appendix S shows that CSU, Chico and San Francisco State University share similarly large demand for daytime preschool care (136 and 138 full time spaces, respectively), while San Francisco's demand for night care was singularly sizeable (198 full time spaces). San Jose State University was shown in Appendix T to have the greatest demand for daytime school-age care for 6 - 11 year olds (201 full time spaces) and CSU, Fresno posted the most substantial demand among 12 - 15 year olds with 22 full time spaces. California Polytechnic State University, San Luis Obispo required the most evening care in the 6 -11 year age group (125 full time spaces), while the largest evening demand for 12 - 15 year olds was demonstrated by the Chancellor's Office (13 full time spaces), as reported in Appendix U.

The number of full time spaces that would be used by school-age children are shown for both extended day care and vacation care in Appendices P and T. A discussion of the procedure followed to generate these values is contained in the methodology section of this chapter.

The determination of **current space** was made by gathering children's center licensed capacities by age of child from center directors at each of the 18 campuses which have children's centers. Capacities were shown relative to demand for care among both student and employee parents. The unmet demand was calculated to show the discrepancy between total demand (stated as full time spaces) and current licensed capacity of facilities.

This analysis of unmet demand is conservative, as the numbers of **children** identified as needing care (whose parents selected on campus care as their first choice) were converted into full time spaces to facilitate comparison with existing child care facility capacities. However, this comparison assumes that full time care is currently provided to the entire licensed capacity of each center. Where funding is inadequate to allow the program to operate at this "peak" service level, the actual amount of full time services provided would be less than the licensed capacity. This effect cannot be accurately quantified in calculations regarding daytime care, but is clearly expected to lead to an **underestimation** of unmet demand.

The CSU children's centers have a total capacity of 1,193 spaces. Total systemwide demand for care on campus between the hours of 6:00 a.m. - 6:00 p.m. is 17,261 full time spaces. Of these, 14,251 spaces are for students' children and the remaining 3,010 are for employees' children. The shortfall between supply and demand is 16,068 full time spaces. **Thus, less than one out of every 14 children who would use full time care on campus during the daytime, or less than 7%, can currently be served on campus.** Because most of the care currently provided on campus is for preschool-age children exclusively, the shortfall is even more dramatic for the other age groups: current capacity on campus addresses just under 4% of the demand for infant care and less than 1% of the demand for school-age care. This information is represented in Table VI.1.

TABLE VI.1

SYSTEMWIDE UNMET DEMAND FOR DAYTIME CHILD CARE ON CAMPUS

Age Group	On Campus Demand[1]	Current Capacity[2]	Percent Served[3]	Unmet Demand[4]
Infant	4,886	189	3.87%	4,697
Preschool	8,146	965	11.85%	7,181
School-age	4,229	39	0.92%	4,190
Total	17,261	1,193	6.91%	16,068

Notes:

(1) From parents' selection of on campus care as their first choice, the number of children who would use child care on campus, converted into full time spaces.

(2) Total capacity or number of spaces provided by current children's centers systemwide.

(3) Current Capacity divided by On Campus Demand equals Percent Served currently.

(4) On Campus Demand less Current Capacity equals Unmet Demand, reported as the number of full time spaces needed.

Refer to Appendix V, "Unmet Demand for Daytime Child Care On Campus".

In the interest of developing a conservative estimate of the demand for child care, the actual demand is likely to have been underreported by the conversion to full time spaces. A total of 40,550 different children would use on campus care, although most of these would use care on a part-time basis. These total hours were converted to 17,261 *full time* child care spaces. However, in practicality part-time schedules do not always neatly match and more spaces may actually be required for these children.

If the distinct number of individual children who would use on campus care was considered, rather than combining part-time children to create demand for one full time space, the ratio of spaces in the campus programs to children (supply to demand) is *one to 34*.

The greatest unmet demand for daytime infant care is found at CSU, Long Beach (785 full time spaces), while unmet preschool demand is most dramatic at the San Diego campus (805 full time spaces), and San Francisco State University and California Polytechnic State University, San Luis Obispo both share a very substantial unmet demand for school-age care (733 and 692 full time spaces, respectively). Please refer to Appendix V, "Unmet Demand for Daytime Child Care on Campus."

Appendix W, "Unmet Demand for Evening Child Care On Campus", indicates that the greatest unmet demand for infant services between 6:00 p.m. - 10:00 p.m. is found at California State Polytechnic University, Pomona (318 full time spaces), which also shows the largest unmet preschool demand equal to 480 full time spaces. The San Jose campus has the most substantial unmet demand for school-age care during the evening hours (384 full time spaces). Systemwide, the total unmet demand (or the ability of existing facilities to meet the total demand) for evening child care on campus is 5,707 full time spaces, which indicates that 17.29% of the total evening demand for services can be met by existing facilities. This translates into nearly 13% of the demand for evening infant care in the university system, over 31% of the preschool demand, and less than 2% of the school-age demand. Table VI.2 summarizes this information.

TABLE VI.2

SYSTEMWIDE UNMET DEMAND FOR EVENING CHILD CARE ON CAMPUS

Age Group	On Campus Demand[1]	Current Capacity[2]	Percent Served[3]	Unmet Demand[4]
Infant	1,459	189	12.95%	1,270
Preschool	3,045	965	31.69%	2,080
School-age	2,396	39	1.63%	2,357
Total	6,900	1,193	17.29%	5,707

Notes:

(1) From parents' selection of on campus care as their first choice, the number of children who would use child care on campus, converted into full time spaces.

(2) Total capacity or number of spaces provided by current children's centers systemwide.

(3) Current Capacity divided by On Campus Demand equals Percent Served currently*.

(4) On Campus Demand less Current Capacity equals Unmet Demand, reported as the number of full time spaces needed.

* Actually, a very small percent is currently served, as most campus children's centers do not offer evening care services. Thus, the "percent served" figures represent the percent of the identified demand for evening services which *would* be accommodated if existing facilities were operating at full capacity in the evening.

Refer to Appendix W, "Unmet Demand for Evening Child Care On Campus".

Evening care services were analyzed using the assumption that daytime and evening programs could occupy the same facility to maximize efficiency of space utilization. Thus, facility licensed capacity appears the same for both the daytime and evening analyses. Currently, only 4 campus children's centers are open during evening hours, and none are open until 10:00 p.m. These four campuses are Dominguez Hills and Fullerton (both open until 7:00 p.m.), Sacramento (open until 9:00 p.m.), and San Bernardino (open until 8:00 p.m.).

Any campus whose current facility provided a licensed capacity in excess of the "current demand", was shown to have a surplus of space. Such cases occurred only for evening care and it was assumed such facilities might be used to serve other age groups, where needed. An example is provided in Appendix W by CSU, Hayward and CSU, Northridge, which both show surplus preschool capacity that could be considered for possible use serving infant or school-age children, subject to licensing approval.

A review of Appendices V and W confirms that CSU student demand is much greater than that of employees, and that daytime demand for care is substantially larger than evening demand. Daytime demand among students systemwide was 14,251 full time spaces, while employee demand was 3,010 full time spaces. Thus, for every employee who would use daytime care, there were nearly 5 students in need. However, because employees are a relatively unserved population in terms of CSU child care, their unmet demand is substantial. Total systemwide demand for daytime services was 17, 261 full time spaces and evening demand was 6,900, indicating that 2.5 times as many children require on campus care between 6 a.m. and 6 p.m., as do between 6 p.m. and 10 p.m. Yet, at certain campuses, evening demand exceeded that found during the daytime. For example, at CSU Dominguez Hills, infant and school-age demand during the evening hours was greater than that found during the day. In addition, because evening services are currently offered by only four CSU children's centers, and because many students must attend night classes, the unmet demand for evening child care is dramatic.

These data indicate that current children's center capacity can accommodate less than 7% of the systemwide demand for daytime care on campus and just slightly more than 17% of the demand for campus evening care. School-age children are the most underserved age group, with infants in second place. The campus-by-campus analysis shows that San Jose State University has the greatest total unmet daytime demand (1,118 full time spaces), while CSU, Sacramento can accommodate the highest proportion of its total demand for daytime campus-based child care (12.8%.)

Conversations with children's center directors about the demand for care at each campus provided general confirmation of these findings. Directors were familiar with the number of vacancies existing (if any) in their centers, the length of waiting lists, and the number of inquiries from interested parents they regularly received. This information was collected to provide a richer understanding of the existing situation at each campus, but was not the basis of the assessment of unmet demand reported here, due to its anecdotal nature.

Facility Planning

Current Campus Planning for Future Facilities

Specific site information was gathered from each campus to address the issue of current planning for future child care facilities. Campus executive deans, responsible for physical planning and development at the local level, and the Chief of Planning with the Chancellor's Office provided this information.

Master plans for each of the 19 campuses were originally approved by the Board of Trustees between 1962 and 1967; more recent changes are incorporated into the master plan only as revisions to the plan are approved by the Board. A review of the master plans, which were provided by the Chief of Planning, indicated that 9 campuses which have existing children's centers make no specific mention of child care facilities on their plans. Please refer to "Summary of Master Planning Information" in Appendix Y.

Several explanations are possible for the lack of specific references to child care on the master plans. According to the Chief of Planning, campus physical master plans would not indicate child care per se if the center were part of a larger building. This condition exists at CSU, Chico, where child care is included in the Aymer Jay Hamilton building, and at other campuses. At CSU, Dominguez Hills, child care is in a stand alone temporary facility, which is clustered with other such temporary structures and identified on the master plan only as Student Facilities.

Another explanation is that off campus child care might not appear on the master plan. At CSU, Fresno, 3 child care facilities exist. One is part of the Home Economics building, another is part of a separate Home Economics facility, and the third is part of the University Religious Center across the street and off campus. None of CSU, Fresno's child care facilities are named as such on the master plan. At CSU, Hayward, the off campus facility is shown but not labelled. For CSU, Northridge, the temporary child care center located on the campus periphery does not appear, but additional inquiries have shown that that area of the campus is master planned for parking. Thus, of the campus master plans which do not specifically identify child care, minor labelling changes or additions to the plans would provide the necessary clarification in most, if not all, cases.

Future centers become part of the master plan only after completing a formal and lengthy master planning process. Only 4 campuses specifically identify future child care facilities on their master plans. In fact, CSU, Sacramento's master plan still shows their newly built child care center, occupied in January of 1988, as a proposed facility. The three remaining future facilities on master plans are the proposed additional facility for CSU, Long Beach, CSU, Los Angeles' proposed addition to their existing center, and a proposed center for the California Polytechnic State University, San Luis Obispo campus. Designations used on the master plan for future facilities include "proposed facility" and "projects funded for construction but not completed". Neither the Long Beach, Los Angeles, nor San Luis Obispo facilities are shown to be funded.

Site plans were requested individually from each campus' executive dean. While site plans would not be available for unbuilt buildings, deans explained that plans would indicate if a facility were to be built and would show the area surrounding the center. Blueprints showing existing centers were requested and were available in some cases, particularly for newly constructed centers. Different types of documents were received from different campuses, depending on the information the executive deans had available. In some cases, nothing more than a campus map, showing the location of the existing center on campus, was received.

The relative degree to which each campus had available, unbuilt space, which might simplify future space planning for child care facilities, was researched with the executive deans. Thus, campuses could be categorized according to space availability and whether they had ample available space, could find space for child care if necessary, or were so "overbuilt" that they had no possible space. This process provided an indication of the maximum amount of space a campus could make available for child care services, without regard to the issue of funding availability for either facilities or program operation.

A "Summary of Facility Planning Information" is shown in Appendix X.

Facility Funding Issues

Of the 18 campuses with licensed children's centers, 10 use temporary buildings. While executive deans at these campuses indicated that a new facility would need to be constructed in these cases, the planning for that facility had not yet reached the formality of "master planning". Most deans felt that it would be most cost-effective to construct the new facility as part of a large capital project, rather than building a free standing children's center. Others, however, preferred stand alone child care facilities which could operate more independently of the University, and would not need to follow campus hours for turning utilities on and off. Many also mentioned that selection of the location on campus for the children's center was important, to achieve appropriate accessibility and maintain traffic flow. Yet, these were simply planning ideas, as formal planning had not proceeded.

The question of why campuses had not formalized plans for future children's center facilities was asked. The Chief of Planning discussed the prevalent interpretations which account for why state funds have not been used to build child care facilities. As a general rule, the State does not provide money for auxiliary services or direct student fee services, of which child care is considered a part. State capital outlay funding is restricted to instructional programs only and child care is not considered an academic program. Thus, only non-state capital outlay funding, which is used for auxiliary affairs, may be used. Non-state capital outlay funding does not have the instructional programs restriction that state funding has and includes student fees, grants, gifts and donations, foundation money, or contributions from a "friends of" group. Funding for facilities is further limited by a restriction that campus auxiliary services cannot take out loans. In addition, federal money is not available for child care facilities.

State instructional funds might be used for child care *if* services were delivered through a child study center, as part of an academic department, including education, psychology, child development, and family studies. Such child study programs are on campus for the purpose of providing academic support for CSU students in teacher preparation courses. While some campuses do provide some form of child care through their child study centers, they do not do that during all hours of operation. Thus, any support could be prorated, as necessary.

The unavoidable conclusion is that campuses do not master plan for future child care facilities because state facility funding is not available. In the absence also of state program funding for child care, there is little impetus for the campus to plan. A further example of how funding seems to control the planning process is taken from the RFP:

> The passage of SB 764 (Watson) in 1980 made it mandatory, contingent upon availability of state funding, that "child care facilities for the employees of CSU . . . be incorporated into the Master Plan." Because no funds have been allocated to implement this legislation, little, if any, progress has been made to address employee needs.

The provisions of the Watson bill are now incorporated into section 4561 of Chapter 714 of the Government Code of the State of California.

In 1985, AB 1177 (Hayden) became Chapter 843, which amended the Education Code to permit California Community Colleges to apply for state funding for the construction of child care facilities through the colleges' capital outlay program and ended with this statement:

> The Legislature finds and declares that the lack of adequate child care facilities may bar a parent's access to education, with particular regard to equal education opportunities, and expresses the intent that the state government assist in providing child care and development services on each campus of the California Community Colleges

The Dean of the Community Colleges for Facility Planning was consulted. He stated that, as a result of this legislation, child care facilities are as eligible for whatever type of capital outlay funding may be available as any other college construction project funded. The source of funding is not material and restrictions that construction funding be used exclusively for "instructional purposes", which traditionally excluded child care, were erased with this legislation.

Relationship Between Facilities and Limitations on Services

As referenced in Appendices V and W, current children's center capacity accommodates only 6.91% of the systemwide demand for daytime child care on campus and 17.29% of the evening demand, among children of student and employee parents. The demand for evening care, while substantial, is less dramatic than the demand for daytime services, and the same facilities developed to address daytime demand will be shared to accommodate evening programs. This translates into a total daytime shortfall of 4,967 infant care spaces, 7,181 preschool spaces, and 4,190 school-age spaces.

The campus children's centers currently have the licensed capacity to serve only 1,193 children out of the total daytime demand for 17,261 full time spaces. **Thus, less than one out of every 14 children who would use full time care on campus during the daytime (or less than 7% of the total) could currently be served in existing facilities.**

Facility planning for the future has not materialized in a way that would ensure that even current unmet demand would be addressed in the foreseeable future. In many cases, existing children's centers are not shown on campus master plans and intended replacement of temporary facilities has not been planned. The process for master planning and developing new facilities is formal and lengthy; thus, projects are currently being planned which will begin construction within the next five years. Availability of facility funding is an additional issue which drives, or impedes, the planning process. Given these circumstances, accommodating the currently identified demand for child care on campus in the near future through the development of facilities would necessitate a comprehensive and systemwide involvement in the facility planning process, beginning as soon as possible.

Otherwise, in the absence of serious facility planning efforts, the current impact of child care problems on CSU students and staff will not be alleviated and the range of child care services which could address those problems will be limited by lack of facilities.

Recommendations for Future Facility Planning

The demand for child care is substantial, and yet is different at each campus within the CSU system. The financial resources and available space at each campus also vary. With reference to Appendix V, "Unmet Demand for Daytime Child Care On Campus", campus facility planners may use the counts of unmet demand, given in terms of full time spaces, as the licensed capacity of facilities necessary to address the identified demand.

Thus, to permit each campus the flexibility to develop its own child care plan according to its own needs, abilities, and timeline, Appendix Z provides "Specifications for Child Care Center Space". This information answers questions about the amount of space required and the characteristics of that space. Thus, significant progress within the planning process could be achieved at the campus level, prior to the involvement of architects and engineering firms. Appendix Z also provides cost estimates for building centers of various capacities. In addition, Appendix AA itemizes "Regulations Governing Construction of Child Care Facilities".

Facility costs were calculated on the basis of cost information gathered from the three campuses which most recently built facilities specifically designed for child care and is presented in Appendix BB, "Cost of Child Care Facility Development". On the basis of that information, the total project cost was estimated to be $90 - $120 per square foot for new construction and $63 - $84 for renovation, both of which include landscaping and major furnishings but exclude land acquisition and grading. The procedure followed in generating these cost figures was reported in the methodology section of this chapter. Campuses may need to adjust these figures to account for the passage of time and inflation, if center development is not immediately planned.

Table VI.3 summarizes the construction costs involved in *doubling* the current licensed capacity of each campus children's center. Due to the very substantial unmet demand for on campus care, cost estimates for doubling center size have been reported for reference, but are not intended to discourage more ambitious expansions.

TABLE VI.3

COST OF CONSTRUCTION FOR NEW CENTER SPACE TO DOUBLE CURRENT CENTER CAPACITY

	TOTAL	CURRENT		DOUBLE		RANGE OF	
	CURRENT	LICENSED	% OF	DOUBLE	% OF	CONSTRUCTION COSTS*	
CAMPUS	DEMAND	CAPACITY	DEMAND	CAPACITY	DEMAND	$90/sq ft	$120/sq ft
BAKERSFIELD	730	82	11%	164	22%	590,400	787,200
CHICO	678	37	5%	74	11%	266,400	355,200
DOM. HILLS	371	36	10%	72	19%	259,200	345,600
FRESNO	828	77	9%	154	19%	554,400	739,200
FULLERTON	856	80	9%	160	19%	576,000	768,000
HAYWARD	472	47	10%	94	20%	338,400	451,200
HUMBOLDT	558	54	10%	108	19%	388,800	518,400
LONG BEACH	1473	136	9%	272	18%	979,200	1,305,600
LOS ANGELES	729	62	9%	124	17%	446,400	595,200
NORTHRIDGE	960	78	8%	156	16%	561,600	748,800
POMONA	1335	50	4%	100	7%	360,000	480,000
SACRAMENTO	1129	145	13%	290	26%	1,044,000	1,392,000
SAN BERN.	565	40	7%	80	14%	288,000	384,000
SAN DIEGO	1261	85	7%	170	13%	612,000	816,000
SAN FRAN.	1462	44	3%	88	6%	316,800	422,400
SAN JOSE	1832	54	3%	108	6%	388,800	518,400
SAN LUIS OB.	1015	36	4%	72	7%	259,200	345,600
SONOMA	581	50	9%	100	17%	360,000	480,000
STANISLAUS	353	0	0%	0	0%	0	0
CHAN. OFFICE	73	0	0%	0	0%	0	0
TOTAL	17,261	1,193	7% (AVERAGE)	2,386	14% (AVERAGE)	8,589,600	11,452,800

* Construction costs include the costs of landscaping and major fixtures, but exclude land acquisition and grading costs. The cost of renovation has been defined as 70% of the cost of new construction.

NOTE: Quality programs should generally not exceed capacities of 200 children.
Larger capacities can be achieved using multiple modules or several smaller centers.

Projections of Future Demand

In Chapter IV of this report, the demand for child care services over the next eight years (1988 - 1996) was projected to increase a total of 1.6%. Thus, if applied to the current identified demand for daytime child care services on the CSU campuses systemwide of 17,261 spaces, the 1996 figure would be expected to be 1.6% greater, or 17,537. This increase is so small, relative to the truly substantial unmet demand, which currently stands at 16,068 child care spaces systemwide. These figures do show, however, that demand for child care will be stable, increasing very slightly, over the next eight years. Therefore, the current unmet demand cannot be expected to disappear or decrease on the basis of future projections.

CHAPTER VII

THE FEASIBILITY OF TRANSFERRING ADMINISTRATIVE RESPONSIBILITY FOR CHILD CARE SERVICES

INTRODUCTION

The final issue which this study explored was the feasibility of transferring administrative responsibility for child care services from the auxiliary organizations which are currently primarily responsible to the CSU campuses. Discussions with Chancellor's Office staff indicated that major concerns regarding the transfer of administration included the provision of insurance for child care facilities and the manner in which the centers would be funded.

Insurance for child care centers increased sharply in cost and became difficult to obtain following the publicity accompanying the McMartin Preschool case in 1983. The 1986 Report of the Task Force on CSU Child Care Services indicated that the fiscal problems of child care centers were exacerbated by a sharp increase in insurance premiums. Chancellor's Office staff expressed concern about the future implications of these increases if administrative responsibility for the centers was assumed by the CSU campuses.

Such a transfer also raised the critical issue of funding for center operations. In a brief prepared for the Committee on Educational Policy, Chancellor's Office staff reported that some college presidents expressed grave concerns regarding a shift of administrative responsibility without the appropriation of additional funds for child care center operations. The presidents' opposition was based upon the perception that without additional categorical funding, child care centers would be competing with other types of student support services for funding.

To assist in the analysis of the liability and insurance issues associated with the transfer of administrative responsibility for the child care centers, Summa Associates and ETI subcontracted with the firm of Laventhol and Horwath (L&H). L&H staff with expertise and experience in insurance and risk management, including prior experience in working with the CSU in these areas, analyzed information on the current insurance arrangements and liability claim experience of the CSU centers. In addition, L&H staff provided an analysis of alternative administrative arrangements for the campus child care centers, and reviewed all study recommendations to assess their liability and insurance implications.

In order to explore other issues associated with the transfer of administrative responsibility, interviews were conducted with administrators and Associate Student Union (ASU) representatives on each campus. The purpose of these interviews was to discuss the factors which would need to be considered in the event of an administrative shift, and to gain some measure of the support for this course of action. In addition, the interviews were used to explore the feasibility of other alternative administrative arrangements identified early on in the study by the project team and Chancellor's Office staff.

INSURANCE AND LIABILITY ISSUES

In conducting the survey of child care services across the three segments (UC, CSU and community colleges), a set of questions relating to insurance and liability issues was developed and included in survey questionnaires sent out to the CSU child care centers. The purpose of these questions was to gather information on the current status of insurance coverage for all the centers, and to provide data on past claims experience. A copy of the survey instrument is included in Appendix CC.

The survey responses were analyzed by Laventhol and Horwath staff. A summary of the survey responses is presented in Appendix DD.

A total of 22 child care and child study centers responded to the insurance questionnaire. The four lab schools in the sample reported that, as part of the CSU, their coverage is provided under the State of California. The remaining 18 child care centers have each obtained insurance independently, resulting in an overall lack of uniformity in the present insurance program in effect at each of these locations. Presently, 12 different insurance companies provide coverage to the individual centers.

From their review, Laventhol and Horwath staff concluded that **The California State University system currently faces significant liability exposure in relation to the child care centers even though they do not now administer or operate the child care centers.** This exposure arises from two major sources: 1) Many campus centers are operated in buildings owned by the CSU and there is a non-delegable duty for injury arising out of premises hazards on the land of the building owner; and 2) although the CSU does not directly administer the child care centers, the auxiliary organizations which do ultimately come under some level of control from the system. **In addition to identifying these exposures, L&H staff concluded that the CSU does not have adequate insurance protection to offset these exposures.** Specifically:

> 1) Liability limits are as low as from $300,000 to $500,000 on half of the locations privately insured. This could result in the involvement of The California State University system if a serious injury resulted in a settlement or verdict in excess of the policy limits;
>
> 2) Only four locations named the local campus or the CSU as an additional insured. This could result in the local university or the university system having to defend itself in the event they are named in a claim or lawsuit; and
>
> 3) Less than half of the present locations have coverage for personal injury type claims such as sexual abuse or discrimination. This could result in the local university or the university system becoming financially involved in order to offset this noncovered exposure.

In addition to these liability exposures, Laventhol and Horwath staff identified a lack of consistency in several important aspects of the centers' insurance programs. These included:

Policy Limits. Liability limits varied from as low as $300,000 aggregate at one location to a high of a $1,000,000 combined single limit with a $5,000,000 umbrella at another location just over 100 miles away. Most of the policies had a $500,000 combined single limit or a $1,000,000 per occurrence limit. There were only four (4) responses that indicated there was umbrella coverage. Umbrella coverage is preferred since it provides additional liability coverage at a lower cost than single limit or occurrence limited policies.

Personal Injury Coverage. Only eight of the eighteen privately issued polices had a "Personal Injury Endorsement", which included coverage for risks such as sexual or physical abuse. However, only five of these eight had full coverage up to the policy limit for this type of peril.

Cost. A comparison of cost of liability insurance based upon the number of licensed students per one hundred thousand dollars ($100,000) of liability coverage was also made. This cost indicator was selected because Laventhol and Horwath staff believed that one of the underwriting considerations in formulating the premium would be the licensed capacity. This analysis revealed an immense difference across the different centers, with the costs ranging from a low of $0.51 per licensed student to a high of $24.05 per licensed student. These cost differences reflect differences in the type of coverage purchased, location and size of the centers, as well as differences in company rates. However, the wide variance in costs is disturbing from both a management and cost control perspective.

Coverage. Only four (4) locations responded that The California State University system was named as an additional insured under their policy. In the event that a local campus and/or the CSU system was named as a defendant in a claim or lawsuit, neither would be provided any coverage under the current policies in force at the other 14 centers.

Inspection. Only seven (7) locations indicated that an inspection of their facilities had been made by an insurance company loss or risk control representative. These inspections are usually made to determine if an insurance hazard, or the potential for a covered loss is apparent. The benefit of these inspections is that hazards can be identified and corrected or controlled. Insurance companies usually have certain criteria, such as the size of premium or classification of business, before conducting a formal risk inspection. The lack of inspections among the remaining centers is most likely a function of these criteria.

In addition to these areas of inconsistency, however, the survey also identified some positive aspects in relation to insurance and liability issues. Most significant was the fact that across all centers only a single claim has been reported since July 1, 1985. This was an injury due to a fall which was settled for $125. In addition, all centers reported that they obtained Medical Treatment Authorization Forms from the parents or guardians. These are two important insurance underwriting criteria that would make a master liability policy attractive in the present market.

Recommendations for Improvement of Current Insurance Program for CSU Child Care Centers

Irrespective of the administrative transfer of the child care centers to the CSU, several steps could be taken to improve the current status of the centers' insurance picture and to reduce the CSU's current liability exposure. Specific recommendations include:

1. Consideration should be given to working with a single broker to obtain one master insurance policy covering all child care locations. The inconsistencies in coverages and costs which currently exist are for the most part a function of the fact that each center is negotiating and purchasing its own coverage. Irrespective of the administrative structure of the centers, one master policy for all locations could be obtained. Each separate location could be listed as a scheduled location under a single, uniform liability policy.

A master policy offers several advantages:

1) Uniform limits with the potential of umbrella coverage could be obtained;

2) Most insurance carriers writing a master policy involving all locations could justify a comprehensive inspection program of each child care center site.

3) The price of a large master policy is more easily negotiable and costs per licensed student could be determined and if necessary allocated to each location.

4) The inclusion of "Personal Injury" coverage is easier to build into a master policy than to negotiate and obtain in individual policies.

5) The added full time cost of administering a comprehensive liability program would be a consideration. However, a savings would result if the private workers compensation insurance and property coverage are administered by the same individual. The responsibility for insurance administration could be with a qualified risk manager. Also, utilizing a capable risk management consultant or someone already employed in the state system with the knowledge in setting up the insurance program, recommending coverage, costs, and carriers should not be overlooked.

Discussions with agents in the field indicate that the market for child care center insurance has improved significantly, and several carriers would consider issuing such a policy. The total cost for the master policy could be allocated to the individual centers based on the specific premium charged for each location.

2. Consideration should be given to determining the proper uniform liability limit(s) to be in force for all privately insured locations. The purchase of a blanket umbrella liability policy covering all insured locations would be optimal and, as suggested above, should be seriously considered. However, even if individual centers continue to obtain their own separate policies, uniform limits should be obtained. Policy limits are generally established through an analysis of past experience and the recommendation of the agent or broker.

In addition, possible liability limitations for day care operations could be achieved through legislation. Lobbying efforts on the part of CSU in this regard would be worthwhile. Additional support for such efforts would be forthcoming from child care providers, employers, and other interested groups.

3. The costs of liability coverage should be analyzed on the basis of cost per one hundred thousand dollars of coverage per licensed student. Irrespective of whether a master policy or multiple policies are obtained, competitive bids for liability insurance should be obtained. The ratio of cost per licensed student should be the basis upon which policy costs are compared.

4. Any future policy or its renewal should contain a "Personal Injury Endorsement" covering such risks as sexual or physical abuse discrimination and negligent hiring or supervision. This recommendation also applies irrespective of whether a single master policy is obtained or individual centers continue to obtain separate policies on their own. The inclusion of such an endorsement would remedy the exposure which currently exists because less than half of the centers currently have this type of coverage.

5. All policies should include the specific California State University location, The California State University system and the State of California as named additional insured parties. The cost of adding these names is minimal yet very worthwhile. Again, this recommendation applies irrespective of whether a single policy or multiple policies are purchased.

6. All locations that will be privately insured should be inspected by a qualified loss control representative of the liability insurance company. Such inspections would very likely be conducted if a single carrier issues a master policy covering all locations, as previously indicated. However, even if the individual centers continue to obtain their own coverage independently, site inspections can be requested. Many carriers will respond to such special requests, irrespective of the premium charged. As previously suggested, the advantage of these inspections is that a risk control expert will be able to identify potential hazards which can then be rectified or controlled.

Transfer of the Administration of Child Care Operations from Auxiliary Organizations to the CSU

Liability exposure and insurance costs were identified by Chancellor's Office staff as primary considerations in the assessment of the feasibility of transferring administrative responsibility for the centers to the CSU. Our analysis of the current structure and insurance programs of child care centers indicated, however, that the CSU confronts a significant liability exposure now, even though they do not administer the centers. Transfer of administrative responsibility for the centers would of course change the scope and nature of this exposure, and alternative possibilities exist for insurance.

Self-Insurance. As part of the State of California, the CSU would have the option of self-insuring for child care centers. Under this alternative, a dollar reserve would need to be established for future potential claims against the centers. During the time of child care center insurance crisis arising from the McMartin Preschool case, the student auxiliaries undertook a study of the feasibility of self-insuring because of the difficulties centers were having in finding and affording liability insurance. According to the Executive Director of the Associated Students Organizations, the study determined that a $2 million reserve would need to be established for the CSU's child care centers. The auxiliaries' interest in self-insurance diminished, however, when several of the child care centers indicated that they could not afford to contribute their share of the required funds. At the same time, the market for child care liability insurance began to soften, and purchasing coverage from outside carriers became the more affordable alternative.

Given this history, and the status of the current market for child care coverage which continues to show improvement, we would recommend that the CSU not self-insure in the event of a transfer of administrative responsibility for the CSU child care centers to the campuses or the Chancellor's Office. We believe that currently more attractive alternatives for insurance exist in plans which have been proposed by the State Office of Insurance and Risk Management, as well as the option of obtaining coverage through commercial carriers, as discussed below.

Joint Powers Authority/Risk Retention Group. The Office of Insurance and Risk Management has spear-headed legislation to form a Joint Powers Authority (JPA) and/or Risk Retention Group to provide insurance coverage for over 800 state agencies and departments which are currently self-insured. Either of these programs could provide the coverages required by CSU child care centers. If administrative responsibility for the centers were transferred to the CSU campuses they could be included in the pending JPA program. If, however, the auxiliary organizations retained administrative control, the centers could be included within the Risk Retention Group. The key factors determining which plan the centers would come under are: 1) whether or not child care services on CSU campuses are designated as a state activity; and 2) whether or not the centers are a budgeted item.

A major advantage of a JPA or Risk Retention Program would be a lower overall cost for liability protection for child care centers, at least at the outset of the program. If these programs become a reality, it is important that they include a form of "stop-loss" insurance coverage at an agreed level of liability and expense exposure. Stop loss coverage would decrease the potential of the JPA or Risk Retention Group incurring financial difficulty in the event of a large or catastrophic claim.

Staff in the Office of Insurance and Risk Management report that both these proposals are currently before the State Legislature, and they are optimistic that the plans will be approved in the current session. If approval is given, we believe either plan, depending upon the administrative structure for the centers, would be a viable alternative for CSU child care operations. Costs of participation in these plans would need to be compared with the costs associated with obtaining commercial coverage either through a master policy, as previously suggested, or through individual policies for the different centers as discussed below.

Obtaining a Master Policy Covering All Locations. If administrative responsibility for child care centers was transferred to the campuses, it would most likely increase the potential that a master policy (previously described) could be obtained. Appropriate administrators from each campus (most likely the Deans and/or Directors of Student Services or Business Services) could work with their counterparts at other locations for purposes of purchasing uniform liability coverage. An insurance company would be more likely to consider uniform coverage if such a standardized and cohesive administrative structure existed.

Addition of Child Care Operations to Existing Campus Liability Policies. This alternative is similar to the arrangement utilized within community colleges. Local community college districts assume responsibility for obtaining their own liability insurance and child care centers on campuses within each district are insured under these policies.

For those CSU campuses already possessing separate liability coverage, child care operations could be added to the existing policy. It is generally easier to include liability coverage for child care operations under such a policy, than it is to purchase coverage separately. The additional premium could still be identified for cost or comparison purposes. Usually, the cost of adding a new exposure to an existing policy is less than if an exposure or coverage is written separately. Also, the exposure of not having an individual campus location not named as an additional insured would be eliminated.

Independent Coverage for Each Center. To continue the practice of obtaining separate policies for child care centers on a campus-by-campus basis would perpetuate the problems previously discussed. Uniform liability limits across centers and umbrella coverage at individual centers would be more difficult to obtain; it is doubtful if liability or hazard inspections would take place. Each site would still be in the position of negotiating and purchasing its own coverage, and the potential of having numerous insurance carriers involved would not be eliminated.

Transferring Administration of Child Care Centers to the Chancellor's Office

The Chancellor's Office request for proposal for this study specified analysis of the feasibility of transferring administration of the centers to the CSU campuses. An additional alternative, however, would be to transfer responsibility to the Chancellor's Office itself. From an insurance perspective, this alternative would further increase the probability that a master type liability policy could be obtained because child care operations would be centered under one authority.

Other Administrative Alternatives: Subcontracting for Child Care Services

In exploring liability and insurance issues, the study team sought to identify other alternative administrative arrangements which the CSU could consider. Subcontracting for child care services to an independent third party was identified as an alternative because it involved the least liability exposure to local campuses and the CSU as a whole, since the primary responsibility for insurance coverage would fall upon the subcontractor. Subcontracting could be undertaken at a local level with different providers being used at different campuses, or a single subcontractor could provide services to all campuses. The second alternative was judged to be less feasible since few quality child care providers would be able to provide services to such a large number of geographically dispersed sites.

In order to limit the problems which would arise from individual centers obtaining their own insurance coverage, the CSU could establish an insurance specification order with which subcontractors would be required to comply before award or renewal of a contract to provide child care services. At a minimum, this order should specify required liability limits, inspection by a qualified loss control representative of the liability carrier, inclusion of a Personal Injury Endorsement, and naming of the CSU campus and the CSU system as additional insureds.

A major disadvantage to this alternative, however, would be the difficulty in determining the liability insurance costs of the vendor. Premium cost would be partly based on the vendors past experience and their claim history. This may be different from the current experience under the present system. This could be figured in the proposal bid in forming the overall price. This cost should be a separate identifiable item so it can be determined and compared.

Another disadvantage could arise in the event of the vendors policy being non-renewed or cancelled. The individual campus and the university system should both insist on being named as additional insureds as well as holding a certificate evidencing liability insurance coverage. If the insurance company non-renews or cancels, they are obligated to notify all certificate holders. However, if the vendor fails to renew or cancel, then there is no obligation on the carriers part to notify a certificate holder.

Another item of consideration would be the management of the vendor(s) involved in the child care program. We would suggest that the insurance responsibility for vendors be centralized for uniformity rather than to authorize each location this duty.

Finally, although vendor responsibility for individual child care center operations would reduce the responsibility for liability incidents from the individual campus or the university system, there is still a non-delegable duty for injury arising out of premises hazards on the land of the building owner.

LOCAL CAMPUS OPINIONS AND ISSUES

In addition to liability and insurance issues, the study team sought to identify other administrative concerns which could impact the feasibility of an administrative shift of child care operations from auxiliary organizations to the CSU. These issues were explored through interviews with Chancellor's Office and campus administrative staff. Per instructions from the Chancellor's Office, ETI contacted the project liaison who had been identified at each campus by the Chancellor's Office to identify the appropriate persons to be interviewed regarding administrative issues for child care facilities at each campus. Interviews with those identified by the liaisons were supplemented by additional interviews with Associated Student Union representatives, a group felt to be a critical stakeholder in the implementation of any administrative change.

A total of 37 people were interviewed, including: Ten (10) student government representatives; ten (10) Child Care Center Directors; five (5) student services administrators; four (4) Deans of Students; four (4) General Managers of the Associated Students; a University Budget Director; a Vice President of Student Affairs; an Associated Dean of the School of Education; and a Director of Personnel Services. A list of interview questions is presented in Appendix EE.

Major finding of the interviews include the following:

1) All those interviewed perceived that the need for child care services among students and campus employees was very great.

2) No major barriers to shifting the administration of child care centers from auxiliary organizations to the CSU campuses or the Chancellor's Office were identified;

3) In considering the **advantages and disadvantages of having the CSU administer campus child care centers, those who favored an administrative shift to the CSU outnumbered those who disfavored the move more than four to one (29:7).** Those favoring the transfer included all ten of the student representatives interviewed and nearly three-fourths (19 out of 28) of the CSU staff members interviewed. Interview respondents perceived that an administrative shift would lead to more stable funding, greater consistency in the delivery of services, more stable staff salaries and benefits, as well as alleviating the legal liability currently born by student organizations.

4 In general, respondents did not favor having the CSU subcontract to a third party for child care services because respondents *perceived* that the quality of child care would decline.

5) The majority of the respondents did not favor having the CSU subcontract with a network of family day care homes to provide child care services because they also perceived that the quality of care would decline and/or inadequate quality control could be maintained.

6) The respondents would like to see the CSU fund child care programs and make financial provisions for facilities and facility maintenance.

Reported Advantages to California State University Administration of Child Care Centers:

- The most often reported advantage in having the CSU assume administrative responsibility for the child care centers (stated by 8 students and 14 CSU staff members) was the **respondents' assumption that more funding would be available** for child care services, and services could be expanded to serve more parents.

- Nearly one-half of all respondents (17, including 5 students) reported that stable funding would necessarily ensure the consistency of services provided and stability of programs over longer periods of time. Moreover, five (5) respondents believed that CSU administration would provide uniformity in the delivery of services systemwide.

- Should the CSU assume administration, 14 respondents believed that consistent and perhaps enhanced wages and benefits for child care center staff would be provided, which in turn would positively affect staff retention and promote a more stable environment at the centers.

- Eight (8) respondents noted as another advantage, the credibility and legitimacy child care centers would receive should the CSU assume responsibility for child care administration.
- Seven (7) respondents stated that the CSU could obtain a single insurance policy which would cover all centers in the system at a lower cost than centers are currently incurring by obtaining insurance individually.
- Lastly, seven (7) respondents stated that the CSU could provide additional types of resources, and link child care with other existing services such as health aid, counseling, and financial aid. Respondents also believed that the CSU could aid in the development of new facilities and maintenance of existing facilities.

Disadvantages:

- The most frequently identified disadvantage of transferring administrative responsibility, reported by both students and CSU staff, was the "bureaucratic nature" of the CSU. Seventeen respondents (17, including 4 students) felt that the bureaucracy of the CSU would interfere with program improvements and make the program less responsive to student needs and concerns.
- Nine (9) respondents, four of whom are students, perceived that students would lose control of child care centers, and the experiences gained from operating and managing the centers.
- Seven (7) respondents stated that programs administered by the CSU would be less responsive to the needs of the student parents, and that the importance of the children's needs would be lost in bureaucratic/political issues. Three other respondents added that the CSU may not be responsive to the various needs among the different campuses.
- In addition to a loss of flexibility in programs among campuses, three respondents (3) feared a loss of flexibility in hiring child center staff, and in utilizing volunteers or student interns.
- As expected, there was also concern, voiced by three CSU staff members and three students, that once the administration shifted from students to the CSU, student parents would lose priority for child care services.

Despite these concerns, those administrators and ASU representatives interviewed identified no major barriers to the administrative shift of child care centers.

Cost Implications of Shifting the Administration of Child Care to the CSU

Respondents who did not favor the shift in administration perceived primarily negative cost implications, the most repeated implication being the efficiency cost incurred from the State's bureaucracy. Other negative cost implications noted were:

1) The possible costs passed onto the college to meet state standards for licensing, personnel, and facilities; 2) the loss of sliding scale fees currently offered to parents with low incomes; and 3) the loss of the thousands of dollars which students contribute to the child care centers annually. Four respondents suggested that a partnership between the CSU and the students be reached in order to utilize both student and state monies.

Respondents from one campus suggested that child care "be similar to the Housing Office in its organization and operation. The Chancellor's Office provides some of the funds (with student fees providing the rest), as well as physical resources for the Housing Office. The Director of Housing then works with resources both from the Chancellor's Office and from outside the University to provide the most services to students and staff. The State controls funds, but the Center is under local control."

Respondents who favored the shift noted positive cost implications. **These positive outcomes all reflected the respondents' assumption that a transfer of administrative responsibility would be accompanied by an increase in funding for the centers.** Specific outcomes included: 1) The possibility of reduced insurance costs; 2) standardized wage scales for child care personnel; 3) funds for new facilities and the improvement of existing facilities would be available; and 4) facility maintenance would be provided, which is currently very expensive for students and auxiliary organizations to provide.

Perceived Need for Child Care

The need for child care among students and campus employees is currently perceived to be very great, and is considered to be an important, if not "urgent" issue by the majority of those interviewed. As expected, the majority of those interviewed reported long waiting lists for child care services. According to administrators and students from different campuses, as the average age of CSU students has risen, (currently reported to be between 24 and 27 years old), the number of students with children has increased. Moreover, the influx of single parents as students in the CSU system has greatly increased the need for child care.

Child care for students was perceived by seven (7) student respondents to be an issue directly related to making university education more accessible for the community. For employees, the issue is perceived to be one which affects employee retention. Different types of child care services are reportedly necessary to meet the needs of the employees and students at the various campuses. These include full time care for children of students and university employees; part-time care, including evening care; and sick child care.

The Involvement of The California State University in Child Care

Respondents were asked how much of an involvement they felt that the CSU should have in the provision of child care services to students. Although twenty-five (including all 10 students) stated they believed the CSU should have a large to great involvement in providing child care, nearly one half of these respondents limited this involvement to the following areas: financial support for services, financial support for staff wages, and provision of facilities and facility maintenance.

The Feasibility of Contracting to a Third Party for Child Care Services.

The second major issue which was addressed in the interviews was how the respondents felt about having the CSU contract to a third party for child care services, whether on a systemwide or individual campus basis. **Those who did not favor this suggestion out numbered those who favored it more than four to one (29:7).**

- The most often reported reason the respondents did not favor a third party was the concern that the quality of services would decline. This concern arose out of two fears: 1) The campus would lose control over the philosophical approach to child care, allowing the centers to become day care rather than child development centers; and 2) the personnel who are employed by child care companies are believed to be underpaid, in an attempt to bring the contracting company a greater profit.

- Another major concern regarding contracting to a third party, reported by seven respondents (including six students), was that the company would not be responsive to student parent needs or concerns. Moreover, five respondents feared that the cost of child care services would be raised.

- Six respondents (including one student) reported that their child care centers are utilized as laboratories for students in academic programs such as psychology and child development. According to these respondents, subcontracting to a third party would necessarily close the child center as a laboratory to these students.

- Five respondents (including two students) noted that students and/or CSU would lose control over child care policy and operations, and two others stated that students would lose the experience of operating and managing a child care center.

Those who favored subcontracting to a third party for child care services stated that a third party would provide a sense of direction and control outside of the CSU system; provide a stable funding source; promote affirmative action if minority vendors were contracted; and promote community relations if child care services were expanded to meet the need of the community.

The Feasibility of Subcontracting with a Network of Family Day Care Homes to Replace or Augment Existing Child Care Services

The majority of respondents (19, 8 of whom are students) did not favor this alternative for child care services. Among the eight (8) respondents who did favor family day care homes, two-thirds preferred this alternative only as a supplement to other day care services.

Those who stated they would favor this alternative only as a supplement believed that in-home care would provide more appropriate care for infants, and could be used primarily to meet the needs of employee parents, who require full day services. However, these respondents stated a number of reservations about in-home care:

1) In-home care might not be the best environment for all children;

2) staff turnover or "burn out" is presumably high for in-home child care staff;

3) such care might generate increased insurance costs; and

4) in-home care was only a feasible alternative if the State picks up the cost.

Three primary reasons were repeatedly mentioned for not favoring in-home care either as a supplement to, or replacement for, existing child care services:

1) The respondents believed it would be difficult to monitor the quality of services provided in the various homes, and that the service would vary considerably among the different sites.

2) Student parents desired the convenience of having child care on-campus, where they can easily drop their children off and pick them up after class.

3) Students would lose the opportunity to operate and manage the child care centers.

Other Ways in Which CSU Should or Could Become Involved in the Provision of Child Care Services to Students or Employees.

In responding to this final question, the most often suggested way the CSU could become involved in child care services (stated by nine individuals) was to provide more funding to the centers.

The next most often repeated suggestion (stated four times) was to have the CSU develop a cooperative partnership between the CSU and the students. Having the CSU develop standards or guidelines for campus child care programs was also mentioned four times. Other various suggestions for increased CSU involvement in child care programs included the following:

1. The CSU should provide funding for building and grounds maintenance at child care centers on the CSU campuses, and funding for the development of new facilities.

2. Child care should be incorporated as part of regular professional programs and departments, and funded as part of that particular department (e.g., psychology, professional education, early childhood development.)

3. Child care should be treated as a student service such as health care and financial aid.

4. The CSU employee benefit package should include a child care voucher to provide for the child care needs of employees.

5. Child care benefits should be based on student parents' income, and perhaps should also be provided in the form of a voucher so that student parents can choose the type of child care they desire.

6. Grants should be provided for exemplary projects in order to promote innovative programs, rather than programs which meet formula standards.

7. The CSU should offer family services in addition to child care: after school care, sick child care, counseling, and other services in order to increase the retention and recruitment of CSU employees and students.

CONCLUSIONS

No major barriers to the transfer of administrative responsibility for child care centers from auxiliary student organizations to the CSU campuses were identified through either the analysis of liability and insurance issues or discussions with campus administrators and ASU representatives. Indeed, transfer would be favorable in some major respects. Transfer of administration would increase the likelihood that a master insurance policy covering all day care locations could be obtained. The advantages of obtaining a single master policy would include more comprehensive coverage at a reduced cost. In addition, support for the transfer is strong among both CSU administrators and ASU representatives.

Support for an administrative transfer of child care centers is based upon a widely shared assumption that additional funding would be made available for child care operations. At the beginning of this chapter, the concerns of CSU campus presidents' regarding the cost implications of an administrative transfer of child care services were discussed. The funding of child care operations through cutbacks in other student services would be difficult to implement politically, and might lead to protest from student groups dependent upon other services.

Our analysis of CSU child care center budgets summarized in Chapter V indicated that a total of $767,783 of Associated Student Union funds were required to fund the operations of the CSU child care centers. Under a transfer this figure would be the amount required to provide support for the continued operations of the centers at their current level. This level of funding would not, however, provide for any expansion or improvement of centers programs.

CHAPTER VIII [*]

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION/NEED

The California State University is not alone in its investigation of student and employee child care need. Many universities and colleges across the United States have found it of benefit to provide child care assistance to students, faculty, and staff. The reasons why educational institutions provide child care assistance are complex. Child care problems affect student access to education and employee performance, which affect the overall quality of the institution.

The problem of obtaining quality, affordable child care is too complex for any individual or family to solve alone, and national attention is being focused on solutions to a problem which is reaching crisis proportions.

Experts report that child care is at a watershed point; it is the educational issue for this century, as public education was for the last. However, there are no magic solutions to the child care problem. Solutions require a financial commitment, and generally a substantial one.

Student Child Care Need

Out of a total student population of 332,755[†] , 17% have children under 16 years of age; 12% of students systemwide currently use child care. An additional 1% are currently expecting a baby, and 7% more plan to have a child while they are enrolled as a student. Thus, as many as 25% of students currently are affected by or expect to be affected by child care while a student. Finding a suitable child care arrangement was a severe problem for three-fourths of student parents.

How child care affects students and their access to higher education

Child care difficulties affect student parents in a variety of ways. Thirty-seven percent of student parents (20,353) have dropped out of school temporarily (for a semester or more) because of a difficulty with child care. By far the majority of student parents reported that it affected their course load, school stability (financial ability to stay in school), motivation to persist, performance and achievement (time to study), and their attendance. Eleven percent of students systemwide missed class because of an ill child, and 7% of students systemwide missed class in the past year because of a breakdown in child care arrangements. This translates to 70% of student parents who have missed class time due to child care issues. In addition, on average student parents arrive late or leave early from classes more than five times per month because of child care problems. About 46% (8% of students systemwide) have had to bring their children to school with them because they had no other alternative.

Ethnic minorities have a disproportionately greater problem with child care than Whites. Across the board a higher proportion of Asian, Hispanic, Black and "Other" ethnic minority groups report a greater degree of difficulty with child care problems than White students.

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[*] See Appendix GG for a full list and description of the types of assistance institutions can offer.

[†] Figure comes from survey data, weighted to estimate the total population. Percents are taken from weighted survey data. Actual enrollment at the time of the survey was 342,441.

Employee Child Care Need

Of a total employee population of 33,975 [††], 31% of employees at the CSU have children under 16 years of age. Of these, 69% use child care of one form or another. This amounts to 22% of the total employee population. Finding a suitable child care arrangement was a severe problem for 57% of employee parents. An additional 10 % have had difficulty in the past.

These difficulties have an effect on employees' ability to be on-the-job and work effectively, a fact reported by supervisors as well as parents themselves.

For example, absenteeism was caused by the lack of child care; 78% of supervisors reported having observed this problem personally. A total of $4,475,000 including salary and benefits was paid last year to employees who were absent because of child care difficulties. The majority of supervisors also noted that child care difficulties caused tardiness (83% of supervisors), work scheduling problems (67%), on-the-job performance and productivity problems (62%), and increased stress levels (71%).

The *majority* of parent employees said inadequate child care made it difficult to work overtime (64%), and to engage in non-classroom academic activities (57%). Forty-five percent had difficulty taking work related training. It also affected one third of employees' ability to pursue promotions.

Employees *without children* (78%) felt that their own work environment would be improved if their co-workers' child care problems were addressed.

Students and employees are competing with other parents in their communities for an already inadequate child care supply. In the counties surrounding the CSU campuses, licensed child care (in centers or homes) is available to approximately one out of four children who require child care.

The Degree to Which Existing Campus Children's Centers Address the Need

Although there is a children's center operating at 18 of the 19 campuses (Stanislaus has only a child study center), these programs serve a small portion of students and employees who need to use them. Campus children's centers have space available for a total of only one out of every 50 children of CSU student and employee parents who need child care. The facilities can accommodate less than 7% of the total CSU student and staff systemwide who prefer *on campus care* in the daytime . Of this 7%, conservative analysis indicates that the centers serve less than 4% of the need for infant care, under 12% of preschool need, and less than 1% of the need among school-age children each day.

Systemwide, children's centers can accommodate a total of only 1,193 children at a time, leaving 16,069 children, who have been identified as needing daytime care on campus unserved. As a result, the centers have long waiting lists; the waiting list at one center is 500 children long. A number of survey respondents noted that when they initially applied to use the center on their campus there was a waiting list, and by the time it was their turn to enter the program, their child was too old to be eligible. Inability to get in because the programs were full was the comment most frequently made by students regarding these programs.

[††] Same as students, actual employee population at the time of the survey was 39,247.

Other characteristics and policies of the centers limit their accessibility to students and employees as well. The ages of children who are eligible for these programs restricts usage. There are many parents who need infant/toddler care for children under 2.5 years old and before and after school care for school-age children. Yet, six of the centers accept only preschool age children. Ten centers also accept infants under two years of age and only four additionally accept school-age children.

Admission policies also restrict access to the centers, e.g., many centers give priority to students with low incomes, which, because of the small capacity of the centers, gives moderate income parents and employees virtually no chance of getting into the program. Some centers require children to be enrolled full time, which is unworkable and unnecessary for many CSU students. Fee policies, such as not having a part-time fee schedule for part-time attendance, also disqualify many parents who cannot afford to pay a full time fee for part-time use.

On occasion the appearance, safety and/or cleanliness of the facility has discouraged parents from using the centers. These conditions of poor repair are often related to lack of funds required for facility upkeep.

ACTION RECOMMENDED

Because of the dimensions of the child care need and the residual effect on student access to education and employee productivity, it is recommended that the CSU take action to address these needs to the degree that the required resources can be made available. Any real solution to the dilemma will require a substantial level of funding. The reason is that creating a greater supply of good affordable child care is expensive. Yet, without such an approach, the gap between what is needed by CSU students and employees and what is available elsewhere will only widen. In addition, the negative effects on their school and work performance will escalate. The question which remains is the source of those funds.

The following is a series of recommendations which will begin to address this need on a more comprehensive level. The first group of recommendations relate to the planning process; the second group give the recommended elements of a child care plan which is designed to address the specific types of problems identified at the CSU.

We recognize that with employees, some of these recommendations would need to be negotiated with the CSU and their exclusive representatives. Since there are a number of different bargaining units involved, a coalition bargaining process may be preferable in order that policies are applied uniformly and equitably.

Recommendation #1 **Develop a policy regarding the CSU's position on child care for students and employees of the CSU, its effect on access to education and on work, and priority of treatment.**

This first consideration for the CSU is to determine the level of priority which will be given to this issue, considering its impact on student access to education. This policy should include at what level the CSU seeks to address student and employee need. Thus, in future decisions regarding funds, possible sites, etc., decision makers will have guidelines to follow.

This study revealed that child care had an effect on students and their access to higher education. It had a greater effect on certain subgroups of students: women, undergraduate students, single parents, students in the $15,000 to $19,000 household income range and students' aged 21-34. Child care also affected staff and faculty at work resulting in a substantial amount of wasted revenue ($4.5 million paid to employees who were absent due to child care).

If the number of students affected is determined by the CSU to be a critical mass, either because of its size, or because it contains a disproportionate number of people who are already identified as having impeded access (e.g., women), then a proactive approach is suggested. The recommended steps to address the type of need identified are given below in the Recommended Elements. Together they comprise a comprehensive plan which can be flexible to the various needs of each campus.

In order to evaluate whether this number of student parents who use child care represents a critical mass, it might be advisable to consider the size and nature of other populations that already receive special services. For example, disabled students currently represent 2% of the total student population. Services for disabled student in 1987-88 include approximately $.5 million from the general fund, and another $4.5 million for instructional services which amounts to approximately $800 per student. Additional analysis could consider the amount of funding for and the number of students affected by other such Student Services activities such as international student programs, learning assistance, equal opportunity programs, financial aid, housing, and health services.

Child care appears to involve a critical mass in terms of size and in the fact that it disproportionately affects ethnic minorities. It appears to affect at least as many students as many other existing services with a required institutional subsidy per student which is similar or lower.

If the CSU adopts child care as a priority to be addressed, then the steps given below, which are elements of a child care plan, are recommended.

Recommendation #2 Develop a five to ten year Child Care Plan

It is recommended that a five to ten year plan for child care be developed, based on the current and future needs identified in this study. The plan may contain a variety of approaches; a number are recommended here, e.g., stabilization and expansion of direct services currently offered (the campus children's centers), financial assistance, and information and referral services. A proactive approach will allow the CSU system to come closer to addressing needs. Such a plan could be implemented in phases as funding and facility space becomes available. It can be revised at regular intervals to keep it up to date. The plan could include action steps systemwide and for each campus.

Recommendation #3 Develop a permanent Body (e.g., CSU Child Care Policy Committee) to oversee the Child Care Plan.

The Child Care Policy Committee could have policy making authority and authority to implement and oversee the Child Care Plan. It is suggested that there be one systemwide committee and a local committee at each campus. The committee can be comprised of students, and representatives from administration, faculty, and staff, the CSU physical planning and development staff, as well as child care professionals both from the CSU Centers and from outside the system.

It is recommended that the campus children's center directors' organization, the Council of California State University Children's Centers, be adequately represented on the Committee. Additionally, official recognition of this group by the university system is advisable.

Recommendation #4 Initiate a systemwide facility planning process for child care.

Master planning of child care facilities has been held back by lack of funding and by lack of state mandate to plan and build such facilities. Only 4 campus facilities master plans specifically identify proposed child care facilities, and one such campus (CSU Sacramento) has occupied its new facility since the date of its plan. Thus, systemwide, only 3 campuses have progressed in their planning of future child care facilities to the point of identifiable master planning. In fact, only 7 of the 18 campuses with existing children's center facilities identify current centers specifically as such on the facilities master plan.

Thus, it is recommended that child care be included in campus facilities master plans. Replacement of temporary facilities should be planned as well as new or expanded future facilities.

Recommendation #5 Establish uniform liability limits and standard criteria for insurance policies obtained by the CSU child care centers.

As previously discussed, the CSU currently faces significant liability exposures in relation to the child care centers. Regardless of the administrative structure for these centers, the CSU should act immediately to mitigate against these exposures. We would also recommend that irrespective of a change in administrative structure, the CSU centers seek to find a single master policy covering all locations, or participate in the Joint Powers Agreement/Risk Retention Group currently being considered by the State Legislature. Either of these alternatives would remedy many of the inconsistencies in coverages and costs which currently exist among the centers.

RECOMMENDED CHILD CARE PLAN ELEMENTS

It is recommended that the Child Care Plan be comprised of the following elements, which have been selected based on their capacity to address the specific needs of this population. These elements are separated into *primary* elements, which are considered essential, and *secondary* elements, which augment the primary group. The secondary elements could not replace the primary elements as an effective approach to addressing the need. To illustrate, the dominant plan element is to support and expand the current on-campus centers. This approach is not only the preferred form of assistance by far, it is also the singularly most effective method of addressing needs. However, it is unlikely that facility space can be made available in on-campus centers to the extent needed and desired by students and employees. Thus, approaches in addition to expansion and support of campus centers are recommended.

Secondary plan elements, such as a referral service, may initially be more appealing and seem more feasible because they require little space or administrative involvement and are relatively inexpensive. They are, however, also less effective at addressing need and by themselves would not constitute a substantive approach to the issue. For example, a referral service does not change the fact of a shortfall in child care supply and its unaffordability.

Rather, a combination approach is needed to address the need in any substantive way, as the need is complex and massive in size. Each aspect of the plan will help some parents to some degree. The plan in its entirety will help the most and make the best use of existing resources.

Many alternative approaches were considered in selecting these elements; the full list of possibilities is given in the Appendix GG, "Forms of Child Care Assistance". The selection of these elements listed below was based on their effect on the need, anticipated use, a desire to minimize risk for the CSU and history of success or failure of such programs.

Recommendations for students and employees are given together for the most part, as the best ways to address both groups' needs are essentially the same. The University will need to decide whether priority will be given to one group over another (and to what degree) where use is limited, as in the case of the on-campus centers. Some of the recommended plan elements can be set up with unlimited capacity, however, such as the financial assistance program or the referral services. They, therefore, would not need to have established a priority policy.

PRIMARY ELEMENTS

Plan Element A — Maintain the currently operating campus children's centers so that they remain healthy and their services do not deteriorate.

1. **Support and enhance the existing campus children's centers.**

The existing child care centers suffer from a variety of problems related to the fact that they are not on sound footing. They need to be stabilized administratively, programmatically, and financially.

Because of the inconsistent and limited funds with which they operate, they have policies which often make them unable to comprehensively serve the student and employee population. These policies include program hours, admission priorities, and fees. It is recommended, therefore, that services be brought up to a consistent service and quality level across campuses to make them more broadly accessible.

Program Hours

Program hours need to be lengthened to accommodate class times. On average the centers are open 10.5 hours per day; some are open fewer hours. Higher percentages of both UC and CCC centers provide care on a full time basis than do the CSU centers. Considering the long spread over which class hours fall, these limited hours do not match student/employee need. Currently, campus children's centers do not provide any evening child care services, due to a lack of operational support for such services. Yet, the total systemwide need identified for campus-based child care in the evening amounted to 6,900 child care spaces. At some campuses, need for evening care exceeded need for daytime care for certain age groups. Both CSU Dominguez Hills and Long Beach showed an evening need for school-age child care on campus that was greater than daytime need. Overall, 35.3% of student parents choosing on campus care and 26.1 % of employee parents needed care in the evening.

Care in the evening for school-age children would be especially valuable, when public school programs for these children are closed. This expansion of service could be accomplished without an expansion of current facilities, which are unused in the evening. Systemwide, the unmet need for evening care on campus was greatest for the school-age population and was almost double the need for evening infant care.

The CSU children's centers are open 39 weeks per year on average, which leaves the 13 week summer in which most are closed. Some centers are open longer; one is open 48 weeks per year. In the comparative survey of the three segments of higher education in California, the UC centers were found to be open on average nearly 20% more days per year the CSU centers. Over three-fourths of the UC centers are open during academic breaks and during the summer session, but only one-fourth of the CSU centers are open during academic breaks and 62% are open in the summer.

Extending the hours of the day and weeks of the year that the programs are open is recommended as an immediate way to expand services without additional facility expense.

Ages of Children Served

Many of the CSU children's centers serve a relatively limited age range of children. Six take only preschool children from about 2.5 to 5 years of age. These programs often would like to add infant care to the preschool care they currently offer, but budget constraints prevent them. Where possible, adding care for infants and care for school-age children in these centers would also better address the needs of students and employees (only four currently accept school-age children).

A greater proportion of UC centers serve infants, preschoolers, and school-age children than do the CSU and CCC centers. A further comparison, revealed in the survey of the three segments of postsecondary education in California, indicates that a higher percentage of the CSU facilities serve infants compared to CCC facilities, but a lower percentage serve school-age children compared to the CCC centers. These findings are dramatic, especially in view of the current level of service the CSU centers offer relative to the identified need systemwide for student and staff child care (current facilities accommodate less than 4% of the daytime need for campus-based care for infants and less than 1% of the school-age need).

Facility Space

The facilities at the centers vary in the degree to which they are in good repair. Many need repair work. It is advisable that the facilities be brought to a consistent state of good repair, in keeping with the repair standards maintained for other CSU service facilities.

Stabilizing the facilities would include ensuring that at least the current level of facility space is protected. At some campuses, this would include planning a permanent facility to replace temporary ones currently in operation.

It is also recommended that, where possible, the capacity of these centers be expanded. The average licensed capacity is 66 children; they range in size from a capacity of 36 - 145 children. Because of their size, they can accommodate only 17.29% of the total evening need and 6.91% of the total daytime need for campus-based child care among the CSU students and employees systemwide. The CSU maintains the lowest number of slots for child care per thousand students enrolled when comparing it to UC and CCC facilities.

Quality

Child care programs can vary greatly in quality. A child care center with an educational focus, which is expected from parents at a university, requires better trained staff than state minimum regulations require of centers. To a large degree, the campus centers are better in quality than care parents can find in the community at large. However, the ability to offer quality care is directly related to funding, because the center personnel, the single greatest indicator of quality, is also the greatest cost factor, and the inadequate budgets of some of the campus centers directly affects their quality.

The quality of campus programs needs to be brought up to a standard level, with enough funding to allow qualified and stable staffing. The staff at many of the centers are of excellent quality, while other centers are short of trained administrative and teaching staff. Some centers now must rely too heavily on students as part-time paid and volunteer staff, which reduces program quality as students are inconsistently available due to class schedules and do not generally have prior experience. The CSU children's centers have the greatest number of unpaid student/parent volunteers to staff programs, compared to University of California (UC) and California Community College (CCC) centers. The UC centers, on average, employ a greater number of paid staff, who make more money per year, than do the CSU or CCC centers.

It is not generally recommended that the on-campus (or any new near campus) centers be turned over to outside management firms, because of the ultimate effect such a move could have on program quality. To a degree, if the centers were operated outside of the University, parents and the institution would have less leverage and influence in quality matters. Unfortunately, it is true that most large child care chains who are capable of and interested in such arrangements are notoriously poor in the quality of care they provide. In addition, the firms' profit and/or management fees would put an additional financial burden on the programs' already overextended budgets. Unless the CSU picked up this additional expense in addition to other program subsidization, the additional cost factor would usually either require charging higher fees to parents, or cutting back on features which are critical to program quality.

Admission Policies

All but one of the centers give first admission priority to students. In most centers, employees are second priority and, when space is available, the community ranks third. In practice, employees rarely get into most programs because there are generally many more students' children than spaces in the center. The CSU centers serve a significantly greater proportion of student parents (an average of 70% of a center's total enrollment) than do UC centers (46%) or CCC centers (59%). With the additional priority many CSU centers give to low-income families, moderate income students often find it impossible to ever get in as well.

Drop-in care is an emergency type of service which would be of great value to the CSU students and staff. When regular child care arrangements break down without warning, parents experience problems; a similar situation exists for parents who may do without care, but need it on an irregular basis (during exams, etc.). With the development of proper procedures, drop-in care services could be offered by centers on a space available basis.

2. Establish a stable funding base for operational support of the campus children's centers.

After the State Child Development funding, which 14 of the 19 programs receive to subsidize care for low-income parents, and parent fees, the primary funding source for these centers is Associated Student (AS) fees. These fees are provided each year at the discretion of the current students in office, and thus could easily be eliminated or reduced. AS funding increases require a referendum vote by students, followed by Chancellor's Office approval. Programs, therefore, not only have unstable funding, and do not have information about future funding from which to plan. Further, they have no assurances that programs will be maintained at current levels.

Thus, a more stable funding source needs to be established, to replace the current excessive reliance on AS fees. It is recommended that the support brought by these fees be continued. A more stable primary source of funding is needed to set a minimum level of funding needed to ensure program continuity, with AS funds continuing as operational support.

It is recommended that the CSU consider operating the campus centers as a State University funded activity. There are a number of precedents for the University operating non-instructional activities; for example, the University currently funds other student services such as financial aid and counseling. A combination of funding sources may be possible, such as combining funding through the general fund and state university fees. Whatever the particular structure used, it is important for program quality and continuity of service that the stable allocation of funds be ensured, with a provision for COLA (cost of living adjustment), and which does not compete with instructional funds.

In addition to the funding *source* issue, the *amount* of funds available to the programs is generally inadequate. Operational support exceeding what the current funding levels allow is necessary to bring these programs to a level of operational stability and programmatic efficiency. Some of the programs are on shaky financial footing. For example, the Board of Directors of the Los Angeles campus center recently threatened to put the center up for sale because of persistent deficit funding problems. To forestall such a drastic measure, parent fees were raised in an attempt to balance the budget, essentially making child care services available only to those parents who could afford to pay full time fees of $400 per month. According to the director, a student referendum went through in March that is anticipated to bring approximately $75,000 to the center; that amount, in addition to the heightened parent fees, will eliminate the deficit and should balance the budget *this year*. Certainly, when such extreme means are necessary for basic program operation, program continuity is in jeopardy.

A larger operational budget is also necessary in order to hire an adequate number of full time permanent certificated staff, to open the program the longer hours that students require and to maintain a more acceptable level of facility maintenance. In considering funding of the programs, it is advisable that the variations between the campuses be taken into consideration. The size of child care need varies widely by campus, because of the differing size of student populations. Additionally, the supply and cost of child care in some communities can vary greatly from that in another. Funding to the campuses would be most effective if it reflected these differences.

3. Standardize the campus centers information/record keeping for comparison and analysis purposes.

Center record keeping and reporting needs to be made uniform to allow consistent and ready comparison of funding sources, categories of budget expenditures, level of service, and value of in-kind services. With common terminology and record keeping procedures, a systemwide database would be available for current and future planning purposes.

Additionally, the centers do not use consistent terminology to identify themselves. Some programs are called children's centers, while others are called child development centers, and facilities at the same campus might be called Child Care Center on the master plan. Uniform naming would minimize confusion and enhance identification of child care services systemwide.

Plan Element B

Give serious consideration to transferring administration of the CSU campus children's centers from auxiliary organizations to the CSU.

The study findings indicate that no major barriers exist to the transfer of administration of the centers from the auxiliary organizations to the CSU, and strong support for a transfer exists within the CSU campus administrations and student organizations. As discussed, such a transfer would increase the probability that a single master policy for child care centers could be obtained if such an alternative was found to be the most cost-effective option for providing liability coverage. Given the potential advantages in standardization of operations and insurance which would emerge from an administrative transfer, we believe the CSU should give this option serious consideration.

It is suggested for consideration that the supervision of the centers be directly linked to a university dean rather than through AS staff as an intermediary. This chain of command would give the CSU more direct information about the programs from which to make decisions.

Plan Element C

Coordinate and integrate the instructional aspects of the CSU campus children's centers and the child study centers.

Better coordination between the campus children's centers, which exist primarily to care for students' children, and the child study centers, which exist to offer observation and research opportunities for students as part of their *instructional* program, at the campuses is recommended. Some have very little contact with each other though they are on the same campus. Better coordination could allow them to refer parents more easily to one another and to operate complimentary services.

At certain campuses, cooperative models exist. At San Diego State University, the child study center is operated through the Family Studies Department. The child study center allows the Associated Students' (AS) child care program to use space, with the trade-off that CSU students in the academic program can be employed in the child care center. The faculty program director and the children's center director have regular monthly meetings and speak informally more often, to facilitate better communication and coordination.

In practice, the San Diego campus child study center sees itself as both a model and a resource for the child care program. The child study orientation is theoretical, while the child care center emphasizes applied research. This understanding of each program's placement within a shared early childhood education continuum facilitates cooperation. The faculty director emphasized that "(working in the child care center gives CSU students) a more realistic notion of what care is like in the community." He also felt that modifying schedules to expand potential hours of operation would improve services.

The campus supervisor of the children's center programs at CSU Fresno felt that their model, in which child study activities are conducted through the child care programs, offered CSU students "a wonderful opportunity to participate in a more realistic child development experience." The CSU students observe children who are regular members of a group and, thus, the children's behavior is more realistic and representative of real life. In general in child study centers, children attend the program only during limited observation periods.

1. **Secure an appropriate level of instructional funding for the campus children's centers.**

The campus children's centers, in addition to their primary purpose of caring for students' children, are used as research and demonstration sites for CSU students, from academic departments such as Home Economics, Education, or Psychology. They integrate the child care function into this academic activity. Instructional funding could be made available to these campus children's centers to compensate for the provision of this instructional service and to formally recognize the academic contribution it represents.

For example, at CSU Fresno, the licensed children's center operates 3 sites, two of which are located in academic facilities and are used by the Home Economics Department as an observation site for CSU students. Yet these two facilities, which serve as child study centers, are licensed by the State and operate as children's centers. Thus, the campus does not have a facility serving exclusively as its child study center, but uses its children's centers to serve that purpose.

The campus supervisor of the children's centers at CSU Fresno referred to this program as "a student service being offered in academic facilities in conjunction with an academic program." He felt that this approach improved the "step-child relationship" most campuses have with their children's centers, by effectively mainstreaming them into the University.

2. **Recommend that the appropriate CSU academic body consider changing the admission criteria and hours of the child study centers to allow them to serve a child care as well as an instructional function.**

It is recommended that the child study centers consider modifying their policies to admit students' and employees' children on a priority basis, and extend hours of operation to allow children to stay the full day and evening, as needed. They could thus provide child care and yet maintain the primary goal of the centers -- child observation and application of early childhood education principles. They can also mainstream special needs children for research and observation purposes, if they choose.

As a research environment, CSU students can learn the same observational and educational techniques in a full day early childhood education program as from a part day program. In fact, full day care offers additional learning opportunities for students. Caregiving aspects of child care are an important part of a child's life and self-development skills (eating, napping, separating from parents, resolving conflicts, and learning to express feelings and behave appropriately) are emphasized. The opportunity to interact with children during these times and observe their behavior can enhance the learning process for CSU students. Good full day programs have the same amount of and type of cognitive experiences for children as do part day preschools.

CSU students in teacher development programs need top quality educational experiences in *full* day child care settings to be fully prepared to assume jobs in community or public centers. The resources and expertise academic faculty currently devote to operating child study centers could be more appropriately and effectively focussed on developing model full day child care programs. In that event, mutual benefits would befall both CSU students and CSU parents, as well as both CSU children's centers and child study centers.

The fees of some of these child study centers are relatively high, especially for students. Thus, to make them truly accessible to students, fees would need to be lowered, which will require subsidization from an outside source, either directly to the program to create a sliding fee scale or as a scholarship or stipend to parents who use them. Child study programs are eligible to apply for State Child Development funding, subject to availability, which could also serve to reduce fees charged low-income parents.

The issue of whether or not existing child study facilities need to be licensed for child care would appear to have no impact on their ability to offer child care services. Campus child study programs are exempt from licensing. However, in practice, they generally conform to the state licensing regulations or to a more rigorous standard. Currently, two of the child study centers are licensed by the State.

Plan Element D Designate additional space to expand the campus children's centers for CSU students and employees.

Currently, there is no campus within the CSU system that accommodates more than 12.8% of the identified daytime need for center-based child care on campus. In fact, it is CSU Sacramento which currently addresses 12.8% of its need, due to a new campus child care facility which was first occupied in January of 1988. The new facility gives the Sacramento campus the largest licensed capacity (145 children) of any facility systemwide.

On the average, existing campus children's center facilities are capable of accommodating *less than* 7% of the identified daytime need for on campus child care. This figure reflects the total systemwide need for 17,261 child care spaces, the current capacity of children's centers of 1,193 spaces, and the fact that care is not provided on campus for 16,068 children of students and employees who need it.

As time passes, and the unmet need for child care becomes more critical, proposed solutions to address this problem for CSU students and employees are likely to come from many quarters.

For example, two bills in California, sponsored by Senator Watson, addressed the need for child care among state employees. The first, SB 764, which was signed into law April 27, 1982, states that child care facilities for CSU employees be incorporated into campus master plans and be constructed, subject to the availability of funding. Due to the lack of state funding appropriations by the Legislature, such facilities have not been planned.

SB 2197 was also introduced by Senator Watson, but was vetoed by the Governor. Had it passed, it would have established a joint labor management committee at each CSU campus and at the Chancellor's Office to establish and maintain a child development center at or near each campus. Start-up funding for the facilities would have also been appropriated. Although not enacted, the presence of this bill on the legislative landscape indicates the degree of interest and concern among lawmakers about the child care need of CSU employees.

It is recommended that a committee of Physical Planning and Development officials, possibly as a subcommittee of the Child Care Policy Committee, study all currently planned capital outlay projects, to see if child care could be included. Some planning personnel have indicated that child care facilities can be added more cost-effectively, space-efficiently, and with greater ease at the time large building projects are being developed.

Adequate facilities for child care services necessitate proceeding through the formal facility planning process. Thus, it would be advisable to involve the Physical Planning and Development Executive Dean at each campus in the local Child Care Policy Committees, to ensure that planning to address child care needs is done in conformity with the CSU procedures. This process would include master planning of facilities and securing facility funding to implement plans.

A policy similar to the building initiatives in place in the cities of San Francisco and Concord could be established. For example, such a policy could require every major capital building project (over a certain square footage or cost) to consider the inclusion of child care space.

Plan Element E — Identify funding sources for facility development (capital outlay funds).

To create additional child care facilities, a separate source of funding will be necessary. State-funded (State Department of Education Child Development Division) programs would need separate capital outlay funds allocated specifically for the purpose of expansion (so that these dollars which are in short supply would not be absorbed for maintenance needs such as painting, new flooring, landscaping, etc., as is currently the case). Such an allocation would require legislative action. Current interpretations of funding limitations provide that campus children's centers cannot use "state" capital outlay funds, but rather need to raise "non-state" funds for facility development purposes. Such non-state capital outlay funds include AS fees, grants, and support from foundations and "Friends of" groups.

Options exist for campus children's centers seeking facility funding. The restriction that state capital outlay funding be used only for instructional facilities, which traditionally has excluded child care, could be legislatively abolished. In 1985, AB 1177 (Hayden) became law and did just that for community colleges: it amended the Education Code to permit California Community Colleges to apply for state funding for the construction of child care facilities through the colleges' capital outlay program. As a result child care facilities are as eligible as any campus program for capital outlay facility funding. Thus, based on this precedent, similar legislation on behalf of the CSU children's centers could be championed.

Fund raising capabilities could be developed within the Child Care Policy Committee to assist campus children's centers secure donations, grants, or funding support. In this effort, the Committee members could seek advice from those instrumental individuals representing campuses where donated facilities were recently built, such as CSU Sacramento and Los Angeles. This informational process could reveal whether this option is a realistic and feasible means of funding facilities and, if so, a plan of action for acquisition of such funds could be developed.

SECONDARY ELEMENTS

Plan Element F — Provide a child care referral service for each campus.

Child care referrals assist parents in locating needed licensed centers and homes in their area. The referrals could be offered by an on-campus referral counselor, as part of an employee assistance program, or under contract with a public referral agency. These agencies will contract with employers and other institutions to provide expanded or enhanced referral services to their population. There is a fee associated with these services, generally $70-100 per referral, wherein the parent is given the names of three child care providers who have been individually matched to their specific child care need. The parent then visits the home or center and makes his/her own selection.

A less demanding approach for the campuses is to simply refer parents to the state-funded child care resource and referral agencies, as some campuses already do. These agencies are funded to provide free referral services to the public. Such a referral is an easy first step the CSU could facilitate at those campuses where it does not occur already and might involve nothing more than including phone numbers of local referral agencies with student registration and employee orientation materials. This approach alone is less helpful to parents, however, as the agencies have limited resources, parents have some difficulty being helped in a timely fashion.

Either type of referral assistance is helpful, but neither solves the major child care problems of inadequate supply and high cost. As a result, the referral counselor has few if any satisfactory referrals to give to parents. It is, therefore, an approach which is best used in combination with other types of assistance to increase the supply of child care of adequate quality and make it more affordable.

Thus, it is a helpful adjunct to direct services, such as the campus children's centers, but it cannot replace them. It is considered a secondary, rather than primary, recommendation.

Plan Element G — Provide financial assistance to student and employee parents.

The cost of care presents problems to both students and employees. Thirty-three percent of student parents and 19% of employee parents reported that cost of care was a "severe" problem. In addition, over 30% of faculty and 50% of staff reported moderate to great difficulty with the cost of child care. Financial assistance would make it possible for some parents to use child care who could not otherwise (these parents often leave children alone or in a series of unreliable care situations), enhancing their ability to be successful students or productive employees. It also would permit parents to afford better programs with the longer hours and more flexible scheduling options they need and which they might find in the community with the benefit of financial assistance.

Financial assistance could be given in a variety of forms. There are at least two indirect forms of financial assistance. Campus centers which are subsidized more heavily can charge lower fees. Or a scholarship fund could be established at the centers to provide a differential level of help to more low-income parents. Below are given some more direct forms of financial assistance.

For students

Students can currently declare child care as an expense in applying for financial aid. A direct child care subsidy as part of a financial aid package and increased levels of funding for financial aid for this purpose would be useful. Additional sources of funding to augment current financial aid funding may need to be sought. If it were given in the form of a grant, rather than a loan, it would expand its use greatly and appeal to students who otherwise may choose to forego the opportunity. A specified amount of money would be divided among applicants according to income criteria. This subsidy could be spent at any number of child care programs (on campus centers, community centers and licensed family day care homes). In this way, it could help a larger group of students than the number who can use the campus centers. It can be offered as an alternative, in addition to the campus centers.

For employees

Most direct and helpful for employees is a **child care reimbursement** as part of the benefit package. It can be given on a sliding scale, as a flat rate, or as a percent of child care expenses. The reimbursement can be one choice in a flexible benefits plan, or be given in addition to other benefits. Giving it in addition to other benefits would help more parents, particularly single parents. Single parents can rarely afford to trade off another major benefit, such as medical insurance, for a child care reimbursement. Yet, it is these same people who often have the biggest problem with cost and who are generally involved in less reliable care of lower quality than are parents without such financial constraints. This situation generally results in greater than average child care problems among such parents.

Such a reimbursement should be set up under a Dependent Care Assistance Plan which treats the employer contribution as non-taxable income to the employee.

This option is different than a **salary set aside plan** which allows employees to pay for child care out of wages on a tax free basis. It is recommended that the CSU also establish such a plan for all employees; it is currently enrolling management personnel. The State would realize some payroll savings as a result, since it would not be required to pay payroll taxes (FICA, FUTA, SUI, SDI and Workers Compensation) on the amount the parent sets aside. At the same time, it would make child care more affordable to employees, thereby reducing problems with child care that parents reported as being substantial.

Plan Element H Establish flexible scheduling policies and procedures.

For students

It would be helpful to students if, when courses were scheduled, their child care needs were taken into consideration along with other planning criteria. Since it is difficult to find child care in the evening, some students find it more difficult to attend classes at that time. In addition, when courses are heavily concentrated between 10 a.m. and 2 p.m., students find themselves competing with each other for the limited spaces at the campus centers, spaces which may sit partially empty at other times of the day.

For employees

Permitting more flexibility in working schedules would assist parent employees substantially. It would help alleviate the problems that they have with child care program hours, child care arrangements, and reduce the stress that they experience. For some, it could eliminate the need for out-of-home care. Among CSU employees, 38.8% of faculty and 62.4% of staff reported their interest in using flexible work schedules. In fact, staff were more than two times as likely than faculty to have been counseled or disciplined at work because of child care problems (15.8% of staff compared with only 6.6% of faculty).

This flexibility could be given where it does not negatively impact operations, either informally within small work units or as a systemwide policy. The flexible scheduling policy can be site-specific applying only to those areas where more rigid hours are not necessary. The current policy of the CSU system allows campuses to develop their own alternative work schedules. Some campuses have developed such policies, but they are not in force systemwide.

Alternative work scheduling options for staff include a compressed work week, a 9/80 plan, and a 4-9-4 schedule. A compressed work week schedules either three 12-hour days or four 10-hours days each week (sometimes referred to as a 4-10-40 schedule). Under a 9/80 plan, employees work 80 hours in 9 days and have every tenth day off. Employees work 9 hours per day for 8 days and 8 hours on the ninth day within a two-week period. A variation of this plan is the 4-9-4 schedule, in which employees work four 9-hour days, with an additional 4 hours on the fifth day. Some of these options have been tried by individual campuses, but the number of employees who have actually used them is small.

Flextime can take several forms, including a specified core of hours that are required to be worked, with flexibility at either end of the work day. With core work hours, each employee normally works a set schedule, but start times can vary from employee to employee within a given time period. Alternatively flex-time can allow employees to the select from different specified work shifts. Or the flexibility can be more open, for example, giving employees the option to make up missed work time on another day.

As the CSU is a service organization, it needs to provide services when the users (students) are there. Thus, it is the academic schedule which dictates work schedules. In practice, however, it may be possible to increase the number of employees who participate in flexible work scheduling. This effort could be placed on the agenda of the Child Care Policy Committee to develop scheduling options that are sensitive to workplace concerns and to make information about such options available to employees on a widespread basis.

Government Code section 19996.20, et seq., and Education Code section 89557 contain the statutes and regulations, respectively, which provide for voluntary reduced work time programs, where feasible. This allows employees to reduce their work time while retaining benefits. In actuality, very few employees have taken advantage of this option, as working fewer hours would reduce an employee's income.

Plan Element I — Establish programs for mildly ill children

Children who are mildly ill are excluded from attending their regular child care arrangement, due to health standards contained in state licensing regulations. Parents would often prefer to stay home with them, but seldom can afford the time away from work or studies. Thus, parents face a dilemma. This problem was the most frequently cited by CSU employee parents with moderate to great child care difficulties (61% of faculty and 71% of staff). In addition, 48% of student parents reported a "severe" problem with care when their child was ill.

There are several ways to assist parents when they have sick children and nowhere to care for them. In communities which have a program for mildly ill children, a CSU referral service could help refer parents to it. Because most communities still do not have such a program, the CSU could offer grants to community agencies to start them. The CSU could also develop and support on-campus infirmaries, possibly in or adjacent to the health centers. These programs must follow guidelines from the State Department of Social Services, the licensing agencies regulating child care. Sick bays can also be added to new or existing on-campus centers.

The cost of this care can be difficult for parents, so the CSU could underwrite a portion of the operating cost. Otherwise, many who need it will not be able to use it.

Plan Element J — Establish contracts with local child care programs to accept CSU students and employees on a priority basis.

If an adequate amount of on-campus space cannot be made available for more campus children's centers, it is possible to make arrangements with local child care programs to better serve CSU students and employees. Usually a trade of financing or in-kind services is a necessary part of the arrangement. One possibility is that the CSU could place child development/early childhood education interns in the programs in exchange for reduced fees for CSU parents. CSU students could apply for these reduced fees on an income qualifying basis, so that students who could afford to pay full fee would still do so.

To meet the CSU needs, the arrangement might require that the community programs be open longer hours, accept part-time schedules or make other adaptations to be more accessible to students and employees in exchange for the CSU support. The CSU could also give grants to these programs to expand their capacity and/or add infant care or school-age care. In exchange for the grant, the CSU could receive preferred access to the programs.

Ideally, such arrangements would include grants to help the program expand so that agreements with the CSU do not create further hardships for community parents needing to use the centers as well. Thus, the CSU will have enhanced the supply and accessibility of care as well as making direct use of it.

The success and acceptable quality of such arrangements depends on the supply of child care in each CSU community, and the ability or willingness of programs to respond to the CSU's needs. While appealing in theory, in practice such arrangements are often difficult to achieve.

Plan Element K — Work with local school districts and other agencies to increase the supply of school-age child care in the communities surrounding the CSU campuses.

In many communities throughout the State, school-age child care is offered both before and after school on or near elementary campuses. The service provider may be the school district itself or local organizations, such as YMCA's and recreation groups. Such programs were created through SB303, the Latchkey Child Care Measure.

Such programs however, do not receive sufficient state funding to offer subsidized fees which can be easily afforded by most parents. Thus, the possibility exists for the CSU campuses to enter into arrangements with their local districts in their surrounding communities, to expand the supply of affordable school-age for students for students and employees. The Child Care Policy Committee might address this issue by developing contacts with local school districts to facilitate the enhancement of existing programs, development of new programs, or a plan of financial assistance.

APPENDICES

APPENDIX A

STUDENT SURVEY INSTRUMENT (FOR ENROLLED STUDENTS)

This questionnaire is for enrolled students. Please complete EVEN IF YOU DO NOT HAVE CHILDREN or need child care or your children do not live at home.

PLEASE WRITE THE NUMBER OF YOUR ANSWER IN THE BOX.

☐ 1. DO YOU HAVE CHILDREN 15 YEARS OLD OR YOUNGER WHO LIVE IN YOUR HOME (at least half the time)?

1 Yes
2 No

If Yes, please complete the entire questionnaire. If No, please answer only Questions 2-11.

☐ 2. DO YOU AND/OR YOUR SPOUSE OR PARTNER PLAN TO HAVE OR ADOPT A CHILD WHILE ENROLLED AS A STUDENT?

1 Yes (currently expecting or adopting)
2 Yes (not currently expecting or adopting)
3 No
4 Uncertain

☐ 3. DO YOU KNOW ANYONE WHO HAS NOT APPLIED FOR ADMISSION AS A STUDENT TO CSU BUT WOULD IF CHILD CARE WERE AVAILABLE?

1 Yes
2 No

☐ 4. DO YOU ATTEND SCHOOL?

1 Full time
2 Part time

☐ 5. ARE YOU A?

1 Lower division student (Freshman, Sophomore)
2 Upper division student (Junior, Senior)
3 Graduate student

☐☐ 6. WHICH CSU CAMPUS DO YOU ATTEND?

1 Bakersfield
2 Chico
3 Dominguez Hills
4 Fresno
5 Fullerton
6 Hayward
7 Humboldt
8 Long Beach
9 Los Angeles
10 Pomona
11 Northridge
12 Sacramento
13 San Bernardino
14 San Diego
15 San Francisco
16 San Luis Obispo
17 San Jose
18 Sonoma
19 Stanislaus

☐ 7. ARE YOU RECEIVING FINANCIAL AID FOR SCHOOL?

1 Yes
2 No

☐☐☐ 8. APPROXIMATELY HOW MANY MILES DO YOU TRAVEL TO SCHOOL ONE WAY? *Round to nearest mile*

☐☐ 9. YOUR AGE?

☐ 10. WOULD YOU DESCRIBE YOURSELF AS?

1 Asian
2 Black
3 Hispanic
4 Native American
5 White
6 Other

☐ 11. YOUR SEX?

1 Male
2 Female

NON-PARENTS AND PARENTS OF CHILDREN OVER 15 YEARS OLD MAY STOP HERE.

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE WRITE ANY COMMENTS YOU MAY HAVE ON THE LAST PAGE AND RETURN THE SURVEY IN THE ENVELOPE PROVIDED.

PARENTS OF CHILDREN 15 YEARS OF AGE OR YOUNGER PLEASE CONTINUE.

☐ **12.** **DO YOU HAVE ANY CHILDREN UNDER 2 YEARS OLD who live in your home at least half of the time?**

1 Yes
2 No

If YES, please answer all of the questions in the box below.
If NO, please proceed to Question 13.

☐ How many children under 2 years old live in your home (at least half of the time?)

☐ Who cares for these children most or all of the time you are at school?

1 Spouse or partner
2 CSU Children's Center
3 Child care center or nursery school (not on campus)
4 Other child care (neighbor, adult babysitter, relative, friend)
5 Child cared for by person under 18 years old

$☐☐☐ Approximately how much money do you spend per week for care for all children under 2 years old?
(Write $0 if you do not pay for child care)

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your first choice?

1 A child care center/preschool on campus
2 A child care center near home
3 In someone's home near campus
4 In someone's home near home
5 In your home
6 None of the above

☐ Which of the care options listed above would be your second choice?

☐ 13. **DO YOU HAVE ANY CHILDREN OF "PRESCHOOL AGE" (2 YEARS OLD through 5 YEARS OLD) who live in your home at least half of the time?**

1 Yes
2 No

If YES, please answer all of the questions in the box below.
If NO, please proceed to Question 14.

☐ How many children of "preschool age" live in your home (at least half of the time?)

☐ Who cares for these children most or all of the time you are at school?

1 Spouse or partner
2 CSU Children's Center
3 Child care center or nursery school (not on campus)
4 Other child care (neighbor, adult babysitter, relative, friend)
5 Child cared for by person under 18 years old

$☐☐☐ Approximately how much money do you spend per week for care for all of "preschool age" children?
(Write $0 if you do not pay for child care)

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your first choice?

1 A child care center/preschool on campus
2 A child care center near home
3 In someone's home near campus
4 In someone's home near home
5 In your home
6 None of the above

☐ Which of the care options listed above would be your second choice?

☐ 14. **DO YOU HAVE ANY CHILDREN 6 YEARS OLD THROUGH 11 YEARS OLD who live in your home at least half of the time?**

1 Yes
2 No

If YES, please answer all of the questions in the box below.
If NO, please proceed to Question 15.

☐ How many children age 6 through age 11 live in your home (at least half of the time?)

☐ Who cares for these children **before and/or after school** while you are at work?

1 Spouse or partner
2 Child care (e.g., center, neighbor, adult babysitter, community program, relative, friend)
3 Child looks after self/cared for by person under 18 years old
4 Not applicable

☐ Of the choices listed above, who cares for these children **during the summer** while you are at school?

$☐☐☐ Approximately how much money do you spend **per week** for care **during the school year** for children age 6 through age 11? *(Write $0 if you do not pay for child care)*

$☐☐☐ Approximately how much money do you spend **per week** for care **during the summer** for children age 6 through age 11? *(Write $0 if you do not pay for child care)*

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your first choice?

1 Extended day and vacation program at your child's school
2 Extended day and vacation program on campus
3 Transportation for your child between their school and child care program
4 None of the above

☐ Which of the care options listed above would be your **second** choice?

☐ **15. DO YOU HAVE ANY CHILDREN 12 YEARS OLD THROUGH 15 YEARS OLD who live in your home at least half of the time?**

1 Yes
2 No

If **YES**, please answer all of the questions in the box below.
If **NO**, please proceed to Question 16.

☐ How many children age 12 through age 15 live in your home (at least half of the time?)

☐ Who cares for these children **before and/or after school** while you are at work?

1 Spouse or partner
2 Child care (e.g., center, neighbor, adult babysitter, community program, relative, friend)
3 Child looks after self/cared for by person under 18 years old
4 Not applicable

☐ Of the choices listed above, who cares for these children **during the summer** while you are at school?

$☐☐☐ Approximately how much money do you spend **per week** for care **during the school year** for children age 12 through age 15? *(Write $0 if you do not pay for child care)*

$☐☐☐ Approximately how much money do you spend **per week** for care **during the summer** for children age 12 through age 15? *(Write $0 if you do not pay for child care)*

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your **first** choice?

1 Extended day and vacation program **at your child's school**
2 Extended day and vacation program **on campus**
3 Transportation for your child between their school and child care program
4 None of the above

☐ Which of the care options listed above would be your **second** choice?

16. INDICATE TO WHAT DEGREE YOUR CHILD CARE ARRANGEMENTS HAVE PRESENTED DIFFICULTIES TO YOU OR HAVE NOT MET YOUR NEEDS WHILE ENROLLED AS A STUDENT.

Write the corresponding number in each box. Please respond to each item.

1 —— 2 —— 3 —— 4 —— 5

1	2	3	4	5
No Difficulty		Moderate Difficulty		Great Difficulty

☐ Location of child care
☐ Care when child is ill
☐ Cost of child care
☐ Child care hours to match your schedule
☐ Quality of care given
☐ Safety or cleanliness of child care environment
☐ Getting into desired child care program
☐ Alternate child care when present care is not available
☐ Other______________________________

☐ 17. HAS CHILD CARE PRESENTED A GREATER PROBLEM FOR YOU IN THE PAST (WHILE AN ENROLLED STUDENT) THAN IT DOES NOW?

1 Yes
2 No

☐ 18. HAVE YOU EVER LEFT YOUR CHILD(REN) HOME ALONE FOR ANY LENGTH OF TIME IN ORDER TO BE AT SCHOOL?

1 Yes
2 No

☐ 19. HAVE YOU EVER BROUGHT YOUR CHILD(REN) TO SCHOOL WITH YOU BECAUSE OF A LACK OF APPROPRIATE CHILD CARE?

1 Yes
2 No

☐ 20. HAVE YOU EVER DROPPED OUT FOR A SEMESTER OR ONE OR MORE TERMS DUE TO CHILD CARE RELATED PROBLEMS?

1 Yes
2 No

☐☐ 21. HOW MANY TIMES HAVE YOU CHANGED YOUR CHILD CARE ARRANGEMENTS SINCE ENROLLED AS A STUDENT?

☐☐ 22. HOW MANY TIMES, IF ANY, DID YOU FIND IT NECESSARY TO MISS CLASS OVER THE PAST 12 MONTHS WHEN YOUR CHILD(REN) WERE ILL?

☐☐ 23. HOW MANY TIMES, IF ANY, DID YOU FIND IT NECESSARY TO MISS CLASS OVER THE PAST 12 MONTHS DUE TO A BREAKDOWN IN CHILD CARE ARRANGEMENTS? (e.g., late sitters, cancellations, etc.)

☐☐ 24. ON AVERAGE LAST YEAR, HOW MANY TIMES A MONTH DID YOU ARRIVE LATE TO SCHOOL OR LEAVE EARLY BECAUSE OF CHILD CARE PROBLEMS?

25. INDICATE THE DEGREE TO WHICH YOU BELIEVE CHILD CARE PROBLEMS HAVE NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF YOUR CSU EXPERIENCE.

Write the corresponding number in each box. Please respond to each item.

1	2	3	4	5
No Difficulty		Moderate Difficulty		Great Difficulty

☐ Class attendance
☐ Course load I was able to carry
☐ Time devoted to study
☐ Scheduling and completion of classes
☐ Motivation to perform or persist in school
☐ School performance
☐ Financial ability to remain in school
☐ Achievement of my academic goals

☐ 26. IN ADDITION TO ATTENDING CLASSES AT CSU HOW MANY HOURS PER WEEK DO YOU WORK AT A PAYING JOB?

1 40 or more hours
2 30 - 39 hours
3 20 - 29 hours
4 Less than 20 hours

☐ 27. WHAT PROPORTION OF YOUR GROSS INCOME FROM YOUR JOB GOES TO PAYING FOR CHILD CARE COSTS?

1 0-25%
2 26-50%
3 51-75%
4 76-100%
5 Not applicable

☐ 28. WOULD YOU NEED TO WORK IF YOU DID NOT HAVE TO PAY FOR CHILD CARE SERVICES?

1 Yes
2 No

☐ 29. ARE YOU UNABLE TO WORK BECAUSE OF THE LIMITED AVAILABILITY OF ACCEPTABLE CHILD CARE FOR YOUR CHILD(REN)?

1 Yes
2 No
3 Not applicable

☐ 30. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR HOUSEHOLD?

1 Family with 2 adults - both employed or in school
2 Family with 2 adults - spouse or partner not employed or in school
3 Single parent family
4 Other________________________

☐ 31. WHAT IS YOUR TOTAL GROSS ANNUAL HOUSEHOLD INCOME?

1 Under $15,000
2 $15,000 to $19,999
3 $20,000 to $24,999
4 $25,000 to $34,999
5 $35,000 and over

☐ 32. ARE YOU AWARE OF THE CAMPUS CHILDREN'S CENTER?

1 Yes
2 No

☐ 33. HAVE YOU EVER CONTACTED THE CAMPUS CHILDREN'S CENTER TO FIND OUT ABOUT CHILD CARE?

1 Yes
2 No

If NO, please proceed to Comments.

☐ 34. WHAT WAS THE OUTCOME OF THAT CONTACT?

1 Enrolled child(ren)
2 Put on waiting list
3 Chose not to enroll child(ren)

☐ 35. IF YOU CHOSE NOT TO ENROLL YOUR CHILD(REN) WHAT WAS THE REASON?

1 Fees were prohibitive
2 Hours were unsuitable
3 Dissatisfied with quality of program
4 Other ______________________________

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE WRITE ANY COMMENTS YOU MAY HAVE BELOW AND RETURN THE SURVEY IN THE POSTAGE PAID ENVELOPE PROVIDED.

COMMENTS:

APPENDIX B

EMPLOYEE SURVEY INSTRUMENT

PLEASE WRITE THE NUMBER OF YOUR ANSWER IN THE BOX.

☐ 1. DO YOU HAVE CHILDREN 15 YEARS OLD OR YOUNGER WHO LIVE IN YOUR HOME (at least half the time)?

1 Yes
2 No

If **Yes**, please complete the entire questionnaire. If **No**, please answer only Questions 2-17.

☐ 2. DO YOU AND/OR YOUR SPOUSE OR PARTNER PLAN TO HAVE OR ADOPT A CHILD IN THE NEXT 5 YEARS?

1 Yes (currently expecting or adopting)
2 Yes (not currently expecting or adopting)
3 No
4 Uncertain

If **NO** or **UNCERTAIN**, please proceed to Question 6.

☐ 3. DO YOU PLAN TO RETURN TO THE CALIFORNIA STATE UNIVERSITY WITHIN 4 MONTHS AFTER YOU HAVE OR ADOPT A CHILD?

1 Yes
2 No
3 Uncertain

If **Yes**, please proceed to Question 5.

☐ 4. WOULD YOU RETURN WITHIN 4 MONTHS IF QUALITY INFANT AND CHILD CARE WERE AVAILABLE AT OR NEAR YOUR CAMPUS?

1 Yes
2 No
3 Uncertain

If **NO**, please proceed to Question 6.

☐ 5. WOULD YOU BE INTERESTED IN USING QUALITY INFANT CARE IF IT WERE AVAILABLE AT OR NEAR YOUR CAMPUS?

1 Yes
2 No
3 Uncertain

☐ 6. DO YOU KNOW ANYONE WHO HAS NOT APPLIED FOR EMPLOYMENT AT THE CALIFORNIA STATE UNIVERSITY CAMPUS BUT WOULD IF CHILD CARE WERE AVAILABLE?

1 Yes
2 No

☐ 7. HOW MUCH WOULD YOUR WORK ENVIRONMENT IMPROVE IF THE CHILD CARE NEEDS OF YOUR CO-WORKERS WERE ADDRESSED? (e.g., less tardiness, absenteeism, fewer phone calls to check on children)?

1	2	3	4	5
No Improvement		Moderate Improvement		Great Improvement

☐ 8. ARE YOU?

1 Faculty
2 Staff

☐☐ 9. AT WHICH CAMPUS ARE YOU EMPLOYED?

1 Bakersfield
2 Chico
3 Dominguez Hills
4 Fresno
5 Fullerton
6 Hayward
7 Humboldt
8 Long Beach
9 Los Angeles
10 Northridge
11 Pomona
12 Sacramento
13 San Bernardino
14 San Diego
15 San Francisco
16 San Luis Obispo
17 San Jose
18 Sonoma
19 Stanislaus
20 Office of the Chancellor

☐ 10. ARE YOU RESPONSIBLE FOR SUPERVISING/OVERSEEING THE WORK OF OTHERS?

1 Yes
2 No

If **YES**, please answer all of the questions in the box below.
If **NO**, please proceed to Question 11.

INDICATE THE DEGREE TO WHICH YOU BELIEVE CHILD CARE PROBLEMS HAVE NEGATIVELY AFFECTED YOUR DEPARTMENT IN THE FOLLOWING AREAS.

Write the corresponding number in each box. Please respond to ***each*** *item.*

For example, if absenteeism due to child care problems has affected your department "a lot" you would write 5 in the box to the left of Absenteeism.

1 —— 2 —— 3 —— 4 —— 5
Not at all — Moderately — A lot

☐ Absenteeism

☐ Arriving late or leaving early

☐ On-the-job performance/productivity

☐ Terminating employment, leaving the job at CSU

☐ Scheduling (e.g., availability for overtime, shift changes, nights, weekends, etc.)

☐ Availability to work full time instead of part time

☐ Ability to return from maternity leave

☐ Low morale

☐ Increased stress levels/health problems

☐ 11. **DO YOU WORK?**

1 Full time
2 Part time

☐ 12. **DO YOU WORK?**

1 The academic year
2 10 months per year
3 12 months per year

☐☐☐ 13. **APPROXIMATELY HOW MANY MILES DO YOU TRAVEL TO WORK ONE WAY?** *Round to nearest mile.*

$☐☐☐☐ 14. **WHAT IS YOUR GROSS MONTHLY SALARY AT CSU (before taxes)?**

☐☐ 15. **YOUR AGE?**

☐ 16. **WOULD YOU DESCRIBE YOURSELF AS?**

1 Asian
2 Black
3 Hispanic
4 Native American
5 White
6 Other

☐ 17. **YOUR SEX?**

1 Male
2 Female

NON-PARENTS AND PARENTS OF CHILDREN OVER 15 YEARS OLD MAY STOP HERE.

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE WRITE ANY COMMENTS YOU MAY HAVE ON THE LAST PAGE AND RETURN THE SURVEY IN THE ENVELOPE PROVIDED.

PARENTS OF CHILDREN 15 YEARS OF AGE OR YOUNGER PLEASE CONTINUE.

☐ **18. DO YOU HAVE ANY CHILDREN UNDER 2 YEARS OLD who live in your home at least half of the time?**

1 Yes
2 No

If **YES**, please answer all of the questions in the box below.
If **NO**, please proceed to Question 19.

☐ How many children under 2 years old live in your home (at least half of the time?)

☐ Who cares for these children most or all of the time you are at work?

1 Spouse or partner
2 CSU Children's Center
3 Child care center or nursery school (not on campus)
4 Other child care (neighbor, adult babysitter, relative, friend)
5 Child cared for by person under 18 years old

$☐☐☐ Approximately how much money do you spend per week for care for all children under 2 years old?
(Write $0 if you do not pay for child care)

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your first choice?

1 A child care center/preschool on campus
2 A child care center/preschool near your home
3 Someone's home near campus
4 Someone's home near your home
5 In your home
6 None of the above

☐ Which of the care options listed above would be your second choice?

☐ 19. **DO YOU HAVE ANY CHILDREN OF "PRESCHOOL AGE" (2 YEARS OLD through 5 YEARS OLD) who live in your home at least half of the time?**

1 Yes
2 No

If YES, please answer all of the questions in the box below.
If NO, please proceed to Question 20.

☐ How many children of "preschool age" live in your home (at least half of the time?)

☐ Who cares for these children most or all of the time you are at work?

1 Spouse or partner
2 CSU Children's Center
3 Child care center or nursery school (not on campus)
4 Other child care (neighbor, adult babysitter, relative, friend)
5 Child cared for by person under 18 years old

$☐☐☐ Approximately how much money do you spend per week for care for all "preschool age" children?
(Write $0 if you do not pay for child care)

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your **first** choice?

1 A child care center/preschool **on campus**
2 A child care center/preschool **near your home**
3 Someone's home **near campus**
4 Someone's home **near your home**
5 **In your home**
6 None of the above

☐ Which of the care options listed above would be your **second choice?**

☐ **20. DO YOU HAVE ANY CHILDREN 6 YEARS OLD THROUGH 11 YEARS OLD who live in your home at least half of the time?**

1 Yes
2 No

If YES, please answer all of the questions in the box below.
If NO, please proceed to Question 21.

☐ How many children age 6 through age 11 live in your home (at least half of the time?)

☐ Who cares for these children **before and/or after school** while you are at work?

1 Spouse or partner
2 Child care (e.g., center, neighbor, adult babysitter, community program, relative, friend)
3 Child looks after self/cared for by person under 18 years old
4 Not applicable

☐ Of the choices listed above, who cares for these children **during the summer** while you are at school?

$☐☐☐ Approximately how much money do you spend **per week** for care **during the school year** for children age 6 through age 11?
(Write $0 if you do not pay for child care)

$☐☐☐ Approximately how much money do you spend **per week** for care **during the summer** for children age 6 through age 11?
(Write $0 if you do not pay for child care)

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your **first** choice?

1 Extended day and vacation program at your child's school
2 Extended day and vacation program on campus
3 Transportation for your child between their school and child care program
4 None of the above

☐ Which of the care options listed above would be your second choice?

☐ **21. DO YOU HAVE ANY CHILDREN 12 YEARS OLD THROUGH 15 YEARS OLD who live in your home at least half of the time?**

1 Yes
2 No

If **YES**, please answer all of the questions in the box below.
If **NO**, please proceed to Question 22.

☐ How many children age 12 through age 15 live in your home (at least half of the time?)

☐ Who cares for these children **before and/or after school** while you are at work?

1 Spouse or partner
2 Child care (e.g., center, neighbor, adult babysitter, community program, relative, friend)
3 Child looks after self/cared for by person under 18 years old
4 Not applicable

☐ Of the choices listed above, who cares for these children **during the summer** while you are at school?

$☐☐☐ Approximately how much money do you spend **per week** for care **during the school year** for children age 12 through age 15? *(Write $0 if you do not pay for child care)*

$☐☐☐ Approximately how much money do you spend **per week** for care **during the summer** for children age 12 through age 15? *(Write $0 if you do not pay for child care)*

How many hours a week, Monday-Friday, would you use child care for these children?

☐☐☐ During the hours of 6:00 a.m. to 6:00 p.m.

☐☐☐ During the hours of 6:00 p.m. to 10:00 p.m.

☐ Which of the following care options for these children would be your **first choice**?

1 **Extended day and vacation program at your child's school**
2 **Extended day and vacation program on campus**
3 **Transportation for your child between their school and child care program**
4 None of the above

☐ Which of the care options listed above would be your **second choice**?

22. **OVERALL, INDICATE TO WHAT DEGREE YOUR CHILD CARE ARRANGEMENTS OVER THE PAST YEAR HAVE PRESENTED DIFFICULTIES TO YOU OR HAVE NOT MET YOUR NEEDS.**

Write the corresponding number in each box. Please respond to each item.

1	2	3	4	5
No Difficulty		Moderate Difficulty		Great Difficulty

☐ Location of child care
☐ Care when child is ill
☐ Cost of child care
☐ Child care hours to match your schedule
☐ Quality of care given
☐ Safety or cleanliness of child care environment
☐ Getting into desired child care program
☐ Alternate child care when present care is not available
☐ Other________________________________

☐ 23. **HAS CHILD CARE PRESENTED A GREATER PROBLEM FOR YOU IN THE PAST THAN IT DOES NOW?**

1 Yes
2 No

☐ 24. **DO YOU EVER HAVE TO LEAVE YOUR CHILD(REN) HOME ALONE FOR ANY LENGTH OF TIME IN ORDER TO BE AT WORK?**

1 Yes
2 No

☐ 25. **HAVE YOU EVER BROUGHT YOUR CHILD(REN) TO CAMPUS WITH YOU BECAUSE OF A LACK OF APPROPRIATE CHILD CARE?**

1 Yes
2 No

☐☐ 26. HOW MANY TIMES HAVE YOU CHANGED YOUR CHILD CARE ARRANGEMENTS IN THE PAST YEAR?

☐☐ 27. HOW MANY DAYS, IF ANY, DID YOU FIND IT NECESSARY TO MISS WORK OVER THE PAST 12 MONTHS WHEN YOUR CHILDREN WERE ILL? *Round to nearest whole day.*

☐☐ 28. HOW MANY DAYS, IF ANY, DID YOU FIND IT NECESSARY TO MISS WORK OVER THE PAST 12 MONTHS DUE TO A BREAKDOWN IN CHILD CARE ARRANGEMENTS? (e.g., late sitters, cancellations, etc.) *Round to nearest whole day.*

29. INDICATE HOW MUCH DIFFICULTY, IF ANY, YOU HAVE HAD IN THE FOLLOWING AREAS WHILE AT CSU DUE TO CHILD CARE CONCERNS.

Write the corresponding number in each box. Please respond to each item.

1	2	3	4	5
No Difficulty		Moderate Difficulty		Great Difficulty

☐ Pursuing or accepting a position with more responsibility
☐ Taking training related to work
☐ Working overtime
☐ Handling the stress of work and family responsibilities
☐ Attending to non-classroom academic responsibilities (faculty only)
☐ Other________________________________

☐ 30. HAVE YOU EVER SERIOUSLY CONSIDERED LEAVING CSU BECAUSE OF CHILD CARE DIFFICULTIES?

1 Yes
2 No

☐ 31. HAVE YOU EVER BEEN COUNSELED OR DISCIPLINED AT WORK FOR SOMETHING (sick leave use, tardiness, etc.) THAT ACTUALLY WAS CAUSED BY CHILD CARE PROBLEMS?

1 Yes
2 No

32. IF THE FOLLOWING CHILD CARE ASSISTANCE WERE OFFERED AT THE CALIFORNIA STATE UNIVERSITY IN THE FUTURE, WHICH KIND(S) WOULD YOU PROBABLY USE?

*Write the corresponding number in each box. Please respond to **each** item.*

1 Yes
2 No
3 Uncertain

☐ Referral service to help you find child care
☐ Workshops on parenting issues
☐ Care for mildly ill children
☐ Return to work on a part time basis after birth of a child
☐ Flexible work schedules such as flex-time or shift sharing
☐ Child care as an option in a flexible benefit package

☐ 33. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR HOUSEHOLD?

1 Family with 2 adults -- both employed
2 Family with 2 adults -- spouse or partner not employed
3 Single parent family
4 Other____________________

☐ 34. WHAT IS YOUR TOTAL GROSS ANNUAL HOUSEHOLD INCOME (before taxes)?

1 Under $15,000
2 $15,000 to $24,999
3 $25,000 to $34,999
4 $35,000 to $44,999
5 $45,000 to $54,999
6 $55,000 and over

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE WRITE ANY COMMENTS YOU MAY HAVE ON THE NEXT PAGE AND RETURN THE SURVEY IN THE POSTAGE PAID ENVELOPE PROVIDED.

APPENDIX C

SAMPLING DESIGN

Some Simple Sampling Theory

There are two principal concerns that drive the sampling methodology: achieving representativeness of the population being sampled, and achieving an acceptable error level on critical measures from the survey. Representativeness is usually defined as including in the sample subjects that cover all of the different attributes of interest in a particular study. It does not need to include coverage of attributes that are not of interest in the study and that are unlikely to influence the outcome of the survey measurement. Sampling error is a statistical measure of the extent to which sample data from a population deviate from data that would be obtained from the entire population. Therefore, sampling error will decrease as the sample size increases, all other things being equal. By definition, if one measured the entire population, there is no sampling error.

Sampling error is easily calculated when a sample is drawn using a strictly random procedure, whether this is simple random sampling, a variety of stratified samples, or other complex designs. The key is that the sample must be drawn using a random procedure, which is such that, as each subject is selected, all subjects not yet selected have an equal chance (probability) of being included in the sample. This is also known as the equal probability selection method (EPSEM). It is important to note that sampling error is a function of the actual sample achieved, in numbers, and is not a function of the total population from which the sample is drawn, unless the population is small. If the population is small, say below about 1,000 subjects, then a correction factor is needed in the computation of sampling error. This correction factor is a function of the sample fraction (i.e., the sample size divided by the population size). At populations over 1,000 or so, it is safe to ignore this correction.

Sampling Methodology: Students

There are nineteen campuses within The California State University system. Student populations per campus range from approximately 4,500 students at Bakersfield to approximately 35,000 enrolled students at the San Diego campus. Total enrollment in The California State University system in 1987 was approximately 342,000 students. The initial sampling aim was to achieve a ±5 percent error with 95 percent confidence for statistics on any individual campus. This would be achieved for a 0,1 variable with a sample size of 384 subjects on each campus. Based on prior experience, it was anticipated that a response rate of 50 percent might be achieved from students, so that the aimed-for initial sample was doubled to 768 subjects. This was then rounded up to 800 for each campus.

Several characteristics were considered to be of concern in the student population with respect to childcare needs and experiences. These were:

Ethnicity:
1. Asian
2. Black
3. Hispanic
4. White
5. Other

Age:	1. 17-20
	2. 21-24
	3. 25-34
	4. 35 and older
Enrollment Status:	1. Full-time
	2. Part-time
Academic Level:	1. Undergraduate
	2. Graduate

Practically, using each variable independently, the requirement would be to achieve a particular sample size for each classification. Ideally, the sampling errors should be similar for each classification of a population, in order to allow results of equal accuracy to be obtained for each subgroup of the population, which is achieved with equal samples in each classification. Given a budget allowing for 800 students to be surveyed on each campus, the determining factor is ethnicity, because ethnicity has the largest number (5) of classifications. Dividing 800 by 5 indicates a sample requirement of 160 for each ethnic classification. This figure of 160 students was set as the minimum requirement for each classification for each of the four variables.

Sampling proceeded by selecting students at random within each campus. Initially, sampling was done on the basis of academic level and 160 students were sampled for each of graduate and undergraduate. Because there are far more undergraduate students in the system than graduate, a number of undergraduate students had to be "rejected" before 160 graduate students had been selected. These undergraduate students who exceeded the 160 required were placed in a separate pool of students. Once sampling on academic level was completed, the next step was to sample for enrollment status. First, the 320 students already sampled were subdivided into full time and part-time students. On most campuses, full time students outnumber part-time by a fairly wide margin, so that the sample on academic status generally provided more than 160 full time students. However, fewer than 160 part-time students were in the sample so far. To bring the number of part-time students up to 160, students were selected first from the pool of "rejected" students. If insufficient part-time students were in the pool, sampling then continued from the student population that had not yet been sampled in the academic level sampling. Again, any further students that were selected but rejected because they were full time students were also placed in the pool of "rejected" students. Once the sample contained at least 160 full time and 160 part-time students, the next variable of age was used for sampling. The existing sample was first subdivided into the four age groups. Sampling then proceeded first from the rejected pool and then from the remaining students on the campus to make each age category up to at least 160 students. This procedure was continued until a sample had been drawn that contained at least 160 students in each of the classifications of academic level, enrollment status, age, and ethnicity. If any classification within a variable contained a population of less than 160 students, then a blanket sample was drawn for that classification, i.e., all students in that classification were included in the sample.

This sampling procedure provides for four independently-drawn samples according to the four variables used to describe the students and control sampling. It is important to note several properties of this procedure.

> The sample is drawn identically to preclassifying all students on a campus by each of the four variables, taken one at a time, and drawing a stratified sample with variable sampling fraction for each stratum of each variable.

> The sample is an EPSEM sample within each variable and results can be described for the classifications within each variable.
>
> The sample is not drawn to produce a random stratified sample by the joint distributions of the four variables. Therefore, data should be expanded first for the four variables independently before drawing conclusions about specific subgroups of the student population, based on two or more of the variables.

Given that the aim of sampling is to achieve as small a sample as possible within the bounds of accuracy desired, and given budget limitations, this is an efficient design to produce the most accurate statistics within the overall sample size limitations. It ensures that each group of significance to the study is likely to be represented (assuming similar response rates) to a similar level of accuracy as any other group of the population.

Sampling Methodology: Employees

The population for employees was drawn from 20 locales consisting of the 19 campuses of The California State University and the Chancellor's Office. Staffing levels range from 517 employees in the Chancellor's Office and 594 at the Bakersfield campus to 3,338 employees at the Long Beach campus. The total number of faculty employees in The California State University system is 39,169. The aim in this case was to achieve approximately ±8 percent error with 95 percent confidence for employees on each of the 19 campuses and the Chancellor's Office. This generated a requirement for a sample of approximately 160 employees from each locale. The variables of concern in this case were:

Ethnicity:
1. Asian
2. Black
3. Hispanic
4. White
5. Other

Age:
1. under 30
2. 30-39
3. 40-49
4. 50 and older

Employment Status:
1. Full time Faculty
2. Full time Other
3. Part-time

Gender:
1. Male
2. Female

The sampling procedure used was identical to that used for students. In this case, however, with 160 employees to be sampled from each locale and a maximum of five categories in any one variable, the minimum sample for a category within a variable was 32. As for the student sample, if a category contained fewer than 32 employees, a blanket sample of all employees in that category was used. The sampling procedure has the same properties as described for the student sample, except that the expected errors are larger as a result of using the smaller sample sizes for employees.

APPENDIX D

SURVEY OF FORMER CSU STUDENTS (DROP-OUTS) — SURVEY INSTRUMENTS AND RESPONSE FREQUENCIES

SURVEY OF FORMER CSU STUDENTS ON ISSUES CONCERNING CHILD CARE

PART I.

1. Were you expecting a child (either through pregnancy or adoption) while you were attending CSU during the Spring, 1987?

1) Yes	28%
2) No	72%

2. How many children under age 15 lived with you at least half-time when you were attending CSU in Spring, 1987?

None	7%
One	52%
Two	31%
Three	7%
Four or more	4%

3. How many of these children were:

Under 2 years old	18%
2 years to 5 years old	29%
6 years to 11 years old	37%
12 years to 15 years old	17%

4. Were you aware that child care facilities were available for students at your CSU campus?

1) Yes	57%
2) No	43%

5. Did you contact your campus child care facility while you were enrolled at CSU?

1) Yes	28%
2) No	72%

6. What was the outcome of your contact with the campus child care facility?

1) Child(ren) accepted into the campus program	13%
2) Put on waiting list for campus program	27%
3) Referred to other non-campus child care arrangements	3%
4) Received no assistance	9%
5) Don't remember	9%
6) Other:____	39%

7. How big a factor was the availability of CSU sponsored child care in your decision to withdraw from school?

58%	17%	6%	8%	10%
1	2	3	4	5
Not a factor	Small factor	Moderate factor	Large factor	Primary factor

8. Who cared for your child(ren) under age 15 while you were attending school?

1) Spouse or partner	32%
2) CSU's Children's Center	1%
3) Child care center or nursery school (not CSU center)	19%
4) Child cared for by person under 18 or child looked after self	9%
5) Other child care (e.g., neighbor, adult babysitter, relative, friend)	25%
6) Other:______________________________	14%

9. How much per week were you paying in child care costs while you were attending CSU?

None	35%
$30 or less	19%
$31 - 60	21%
$61 - 90	12%
$91 - 120	9%
$121 - 199	1%
$200 or more	3%

To what extent did child care problems affect the following aspects of your CSU experience:

10. Class attendance:

31%	16%	24%	12%	7%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

11. Courseload you were capable of carrying:

22%	23%	23%	23%	9%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

12. Time you were able to devote to studying:

14%	22%	33%	22%	9%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

13. Ability to schedule and complete desired or required classes:

23%	22%	25%	21%	9%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

14. Motivation to persist in school:

30%	16%	22%	16%	16%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

15. Academic performance:

28%	24%	25%	17%	6%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

16. Financial ability to remain in school:

33%	14%	28%	11%	14%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

17. Achievement of your academic goals:

26%	23%	24%	16%	11%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

18. How much of a factor was the availability of child care in your decision to withdraw from the CSU campus at which you were enrolled?

52%	19%	11%	11%	8%
1	2	3	4	5
Not a factor	Small factor	Moderate factor	Large factor	Primary factor

19. Have you enrolled at another school since leaving the CSU?

1) No	76%
2) Yes	24%

20. Where did you enroll after leaving the CSU?

1) At a University of California campus	15%
2) At a community college	44%
3) At a private institution	9%
4) Other:____________________	33%

21. How much of a factor was the availability of child care in your decision to enroll at this other institution?

58%	11%	16%	9%	7%
1	2	3	4	5
Not a factor	Small factor	Moderate factor	Large factor	Primary factor

22. To what extent do child care concerns limit your ability to continue your education now?

34%	13%	20%	18%	16%
1	2	3	4	5
Not at All	Small Extent	Some Extent	Large Extent	Great Extent

23. To what extent would the availability of campus sponsored child care influence you to continue your education at a CSU campus?

35%	11%	18%	12%	23%
1	2	3	4	5
Not at		Small	Some	Large
Great				
All	Extent	Extent	Extent	Extent

Part II.

24. Age

20 - 29 years	28%
30 - 39	54%
40 - 60	20%

25. Sex:

1) Male	33%
2) Female	67%

26. Would you describe yourself as:

1) Asian	15%	6) Native American	2%
2) Black	15%	7) White	50%
3) Hispanic	16%	8) Other	1%

27. What is your marital status:

1) Single	7%
2) Separated	4%
3) Widowed	1%
4) Divorced	14%
5) Married	74%

28. In Spring, 1987 were you a:

1) Lower division student (Freshman, Sophmore)	9%
2) Upper division student (Junior, Senior)	45%
3) Graduate student	46%

29. Which CSU campus did you attend in Spring, 1987?

1) Bakersfield	7%	11) Northridge	3%
2) Chico	2%	12) Sacramento	13%
3) Dominquez Hills	4%	13) San Bernardino	7%
4) Fresno	5%	14) San Diego	4%
5) Fullerton	3%	15) San Francisco	2%
6) Hayward	5%	16) San Luis Obispo	2%
7) Humboldt	8%	17) San Jose	5%
8) Long Beach	4%	18) Sonoma	6%
9) Los Angeles	2%	19) Stanislaus	9%
10) Pomona	7%		

30. In Spring, 1987, did you attend school full or part time?

1) Full time	35%
2) Part time	65%

31. While you were enrolled at CSU were you receiving financial assistance through the campus?

1) Yes	21%
2) No	80%

32. Were you working while you were enrolled at CSU in Spring, 1987?

1) Yes	72%
2) No	28%

33. How many hours per week did you work?

Former students worked an average of 32 hours per week.

34. What was your total gross annual household income in Spring, 1987?

1) Under $15,000	27%
2) $15,000 to $19,999	8%
3) $20,000 to $24,999	14%
4) $25,000 to $34,999	21%
5) $35,000 and over	30%

35. Which of the following best describes your household at the time you were enrolled in the CSU?

1) Family with 2 adults - both partners students	12%
2) Family with 2 adults - one partner a student	61%
3) Single adult family	20%
4) Other:____	7%

APPENDIX E

SURVEY OF NON-ENROLLING CSU APPLICANTS — SURVEY INSTRUMENTS AND RESPONSE FREQUENCIES

SURVEY OF CSU APPLICANTS ON ISSUES CONCERNING CHILD CARE

PART I.

1. Were you expecting a child (either through adoption or pregnancy) when you applied to the CSU for Fall, 1987?

1) Yes	16%
2) No	77%

2. How many children under age 15 lived with you at least half-time when you applied to CSU for Fall, 1987?

None	6%
One	45%
Two	26%
Three	14%
Four or more	7%
Unsure	3%

3. How many of these children were:

Under 2 years old	25%
2 years to 5 years old	36%
6 years to 11 years old	45%
12 years to 15 years old	17%

4. Were you aware that child care facilities were available for students at the CSU campus(es) to which you applied?

1) Yes	33%
2) No	67%

5. Did you contact the campus child care facility(ies) at the CSU campus(es) to which you applied?

1) Yes	9%
2) No	89%

6. Was (were) your child(ren) accepted into a CSU sponsored child care facility?

1) Yes	30%
2) No	40%

7. What assistance did the CSU child care facility provide you?

1) Put on waiting list for campus program	25%
2) Referred to other child care providers	25%
3) Received no assistance	0%
4) Don't remember	25%
5) Other:____	0%

8. How did you plan to care for your children under age 15 while you were attending school? (Circle all that apply)

1) Spouse or partner	36%
2) CSU's Children's Center	4%
3) Child care center or nursery school (not CSU center) or other child care (e.g., neighbor, adult babysitter, relative frient)	35%
4) Child to be cared for by person under 18	6%
5) Child to look after self	7%
6) Uncertain regarding child care arrangements	8%
7) Other:_______________________________________	9%

9. How much of a factor was the availability of child care in your decision not to enroll at a CSU campus?

30%	13%	21%	18%	13%
1	2	3	4	5
Not a factor	Small factor	Moderate factor	Large factor	Primary factor

10. Did you enroll at college or university other than a CSU campus for Fall, 1987?

1) No	76%
2) Yes	21%

11. Where did you enroll?

1) At a University of California campus	23%
2) At a community college campus	59%
3) At a private institution	14%
4) Other:__________________________________	5%

12. How much of a factor was the availability of child care in your decision to enroll at this other institution?

55%	18%	14%	14%	0%
1	2	3	4	5
Not a factor	Small factor	Moderate factor	Large factor	Primary factor

13. To what extent do child care concerns limit your ability to pursue your education now?

15%	14%	23%	22%	22%
1	2	3	4	5
Not at all	Small extent	Some extent	Large extent	Great extent

14. To what extent would the availability of campus sponsored child care influence you to enroll at a CSU campus?

25%	14%	13%	20%	22%
1	2	3	4	5
Not at all	Small extent	Some extent	Large extent	Great extent

Part II.

15. Age

Less than 20	3%
20 - 24	6%
25 - 29	14%
30 - 34	22%
35 - 39	30%
40 - 44	15%
45 - 49	3%
50 or older	1%

16. Sex:

1) Male	25%
2) Female	69%

17. Would you describe yourself as:

1) Asian	12%	6) Native American	1%
2) Black	19%	7) White	36%
3) Hispanic	22%	8) Other	5%

18. What is your marital status:

1) Single	13%	4) Divorced	7%
2) Separated	2%	5) Married	72%
3) Widowed	1%		

19. For Fall, 1987 were you applying to be a:

1) Lower division student (Freshman, Sophmore)	12%
2) Upper division student (Junior, Senior)	41%
3) Graduate student	43%

20. To which CSU campus(es) did you apply for Fall, 1987?

1) Bakersfield	7%	11) Northridge	1%
2) Chico	8%	12) Sacramento	10%
3) Dominquez Hills	3%	13) San Bernardino	8%
4) Fresno	8%	14) San Diego	1%
5) Fullerton		15) San Francisco	0%
6) Hayward		16) San Luis Obispo	6%
7) Humboldt	5%	17) San Jose	6%
8) Long Beach	6%	18) Sonoma	3%
9) Los Angeles	9%	19) Stanislaus	10%
10) Pomona	1%		

21. Did you plan to attend school full or part time?

1) Full time	64%
2) Part time	4%

22. Did you apply for financial aid when you applied to the CSU?

1) Yes	21%
2) No	78%

23. How big a factor was the lack of financial aid in your decision not to enroll at CSU?

36%	18%	18%	9%	16%
1	2	3	4	5
Not a factor	Small factor	Moderate factor	Large factor	Primary factor

24. When you applied to the CSU for the 1987 Fall term, what was your total gross annual household income?

1) Under $15,000	24%
2) $15,000 to $19,999	12%
3) $20,000 to $24,999	7%
4) $25,000 to $34,999	20%
5) $35,000 and over	34%

25. Had you planned on working full-time or part-time while you were in school?

1) No plans to work	24%
2) Planned to work part time	34%
3) Planned to work full-time	41%

26. Which of the following best describes your household at the time you applied to the CSU?

1) Family with 2 adults - both partners students	14%
2) Family with 2 adults - only one partner a student	58%
3) Single parent family	13%
4) Other:______________________________	15%

APPENDIX F

PROJECTED POPULATION BY COUNTY AND NUMBER OF CHILDREN WHO WILL NEED CHILD CARE (1988-1998)

APPENDIX F

PROJECTED POPULATION BY COUNTY

NUMBER OF CHILDREN WHO WILL NEED CHILD CARE

YEARS 1988-1998

		POPULATION IN SINGLE YEARS			TOTAL CHILDREN		
		CHILDREN AGE 0-12			WILL NEED CHILD CARE		
YEAR	COUNTY	UNDER 2	AGE 2-5	AGE 6-12	UNDER 2	AGE 2-5	AGE 6-12
	ALAMEDA						
1988	1	37485	75732	122463	10102	21432	39127
1989	1	37217	75931	125921	10384	22020	41113
1990	1	37789	77029	128744	10902	22878	42936
1991	1	37709	77488	131469	11237	23556	44765
1992	1	36820	78413	133407	11322	24306	46359
1993	1	36338	78142	133184	11519	24849	47214
1994	1	35842	77157	136320	11702	25076	49280
1995	1	35458	75458	139081	11914	25052	51251
1996	1	35010	73032	141884	12096	24758	53277
1997	1	34352	72152	142879	12195	24965	54651
1998	1	34231	70670	142525	12477	24947	55513
	BUTTE	0	0	0	0	0	0
1988	4	4724	10058	15852	1273	2846	5065
1989	4	4739	10051	16760	1322	2915	5472
1990	4	4799	10044	17579	1385	2983	5863
1991	4	4871	10014	18427	1452	3044	6274
1992	4	4908	10118	18994	1509	3147	6600
1993	4	4922	10224	19428	1560	3251	6887
1994	4	4934	10309	19593	1611	3350	7083
1995	4	4960	10386	19706	1667	3448	7262
1996	4	5006	10425	19766	1730	3534	7422
1997	4	5048	10459	19803	1792	3619	7575
1998	4	5131	10486	19795	1870	3702	7710
	FRESNO	0	0	0	0	0	0
1988	10	22012	48882	77861	5932	13834	24877
1989	10	21826	47866	82126	6089	13881	26814
1990	10	22025	47254	84968	6354	14034	28337
1991	10	22139	46826	87852	6597	14235	29914
1992	10	22077	47340	89440	6789	14723	31080
1993	10	21985	47553	90557	6969	15122	32102
1994	10	21864	47550	90784	7139	15454	32818
1995	10	21771	47342	91071	7315	15710	33560
1996	10	21599	46888	91407	7462	15895	34323
1997	10	21486	46473	92168	7628	16080	35254
1998	10	21743	45810	92706	7925	16171	36109
	HUMBOLDT	0	0	0	0	0	0
1988	12	3106	6987	11100	837	1977	3546
1989	12	3040	6802	11502	848	1973	3755
1990	12	2980	6562	11822	860	1949	3943
1991	12	2916	6236	12169	869	1096	4144
1992	12	2859	6110	12108	879	1900	4200
1993	12	2808	5973	11907	890	1899	4249
1994	12	2758	5845	11674	900	1900	4220
1995	12	2723	5718	11433	915	1098	4213
1996	12	2697	5597	11142	932	1097	4184
1997	12	2676	5516	10784	950	1909	4125
1998	12	2668	5442	10357	972	1921	4034

APPENDIX F

PROJECTED POPULATION BY COUNTY

NUMBER OF CHILDREN WHO WILL NEED CHILD CARE

YEARS 1988-1998

		POPULATION IN SINGLE YEARS CHILDREN AGE 0-12			TOTAL CHILDREN WILL NEED CHILD CARE		
		UNDER 2	AGE 2-5	AGE 6-12	UNDER 2	AGE 2-5	AGE 6-12
	KERN	0	0	0	0	0	0
1988	15	20175	40040	59005	5437	11331	18852
1989	15	20142	40249	61981	5620	11672	20237
1990	15	20150	40551	64948	5813	12044	21660
1991	15	20201	40843	68063	6020	12416	23175
1992	15	20257	41014	70821	6229	12755	24610
1993	15	20264	41126	72741	6424	13078	25787
1994	15	20240	41189	73968	6608	13386	26739
1995	15	20183	41218	74557	6781	13684	27474
1996	15	20130	41218	74669	6955	13973	28038
1997	15	20124	41148	74660	7144	14237	28557
1998	15	20294	40957	74550	7397	14458	29037
	LOS ANGEL	0	0	0	0	0	0
1988	19	274225	611372	971485	73904	173018	310389
1989	19	269369	601829	1020564	75154	174530	333214
1990	19	266931	589864	1046574	77010	175190	349032
1991	19	263852	574025	1078149	78628	174504	367110
1992	19	260138	569574	1098268	79992	177138	381648
1993	19	256501	563323	1106053	81311	179137	392096
1994	19	252522	556146	1099866	82448	180747	397602
1995	19	248620	548313	1094420	83536	182040	403294
1996	19	244614	539496	1092203	84514	182889	410122
1997	19	241598	530948	1093652	85767	183708	418322
1998	19	242072	520280	1091117	88235	183659	424990
	ORANGE	0	0	0	0	0	0
1988	30	70695	140368	208369	19052	39724	66574
1989	30	70379	140875	218800	19636	40854	71438
1990	30	70379	142281	228464	20304	42257	76193
1991	30	70235	142303	238710	20930	43260	81281
1992	30	69789	142719	248082	21460	44386	86208
1993	30	69040	142633	254058	21886	45357	90064
1994	30	68057	142098	256225	22221	46182	92625
1995	30	67017	141117	257744	22518	46851	94979
1996	30	65904	139549	258330	22770	47307	97003
1997	30	64827	137630	259285	23014	47620	99177
1998	30	64255	135107	258515	23421	47693	100692
	SACRAMENT	0	0	0	0	0	0
1988	34	29417	61259	96303	7928	17336	30769
1989	34	29396	61327	100892	8201	17785	32941
1990	34	29551	61416	104737	8525	18241	34930
1991	34	29703	60774	109277	8851	18475	37209
1992	34	29696	61212	111922	9132	19037	38093
1993	34	29572	61518	113652	9374	19563	40290
1994	34	29444	61626	114675	9613	20020	41455
1995	34	29361	61573	115520	9865	20442	42569
1996	34	29320	61355	116272	10130	20799	43660
1997	34	29296	61067	117088	10400	21129	44706
1998	34	29519	60672	116863	10760	21417	45510

APPENDIX F

PROJECTED POPULATION BY COUNTY

NUMBER OF CHILDREN WHO WILL NEED CHILD CARE

YEARS 1988-1998

		POPULATION IN SINGLE YEARS CHILDREN AGE 0-12			TOTAL CHILDREN WILL NEED CHILD CARE		
		UNDER 2	AGE 2-5	AGE 6-12	UNDER 2	AGE 2-5	AGE 6-12
	SAN BERNA	0	0	0	0	0	0
1988	36	43153	87935	137594	11630	24886	43961
1989	36	43677	89392	145439	12186	25924	47486
1990	36	44125	90797	152161	12730	26967	50746
1991	36	44886	90907	159837	13376	27636	54424
1992	36	45837	91710	166111	14095	28524	57724
1993	36	46401	92886	170892	14709	29538	60581
1994	36	46839	94252	173582	15293	30632	62750
1995	36	47234	95811	175499	15871	31809	64671
1996	36	47612	97275	176320	16450	32976	66208
1997	36	48130	97881	178203	17086	33867	68163
1998	36	48820	98430	179009	17795	34746	69724
	SAN DIEGO	0	0	0	0	0	0
1988	37	74014	140170	202979	19947	39668	64852
1989	37	74363	141878	212790	20747	41145	69476
1990	37	75417	145082	224159	21758	43089	74757
1991	37	75945	146191	236907	22632	44442	80667
1992	37	75723	148510	247640	23285	46187	86055
1993	37	75493	149843	255152	23931	47650	90451
1994	37	75150	150319	261471	24536	48854	94522
1995	37	74771	149988	266511	25123	49796	98209
1996	37	74326	148757	269345	25680	50429	101139
1997	37	73792	148056	270585	26196	51227	103499
1998	37	73837	146787	268805	26914	51816	104700
	SAN FRANS	0	0	0	0	0	0
1988	38	17265	36625	49416	4653	10365	15788
1989	38	16717	36581	52643	4664	10608	17188
1990	38	16132	36147	55968	4654	10736	18665
1991	38	15586	34642	59994	4645	10531	20428
1992	38	15030	33511	62739	4622	10422	21802
1993	38	14508	32332	64306	4599	10282	22796
1994	38	13996	31150	64664	4570	10124	23376
1995	38	13545	30009	64008	4551	9963	23587
1996	38	13184	28872	62846	4555	9780	23599
1997	38	12879	27904	60944	4572	9655	23311
1998	38	12669	27036	57982	4618	9544	22584
	SAN LUIS	0	0	0	0	0	0
1988	40	5507	10922	17014	1484	3091	5436
1989	40	5594	11167	18025	1561	3238	5885
1990	40	5738	11578	19325	1655	3439	6445
1991	40	5876	11702	20642	1751	3557	7029
1992	40	5968	11989	21715	1835	3729	7546
1993	40	6042	12223	22505	1915	3887	7978
1994	40	6084	12421	22986	1986	4037	8309
1995	40	6129	12570	23358	2059	4173	8607
1996	40	6198	12624	23590	2141	4280	8858
1997	40	6277	12711	23719	2228	4398	9073
1998	40	6378	12779	23473	2325	4511	9143

APPENDIX F

PROJECTED POPULATION BY COUNTY

NUMBER OF CHILDREN WHO WILL NEED CHILD CARE

YEARS 1988-1998

		POPULATION IN SINGLE YEARS CHILDREN AGE 0-12			TOTAL CHILDREN WILL NEED CHILD CARE		
		UNDER 2	AGE 2-5	AGE 6-12	UNDER 2	AGE 2-5	AGE 6-12
	SANTA CLA	0	0	0	0	0	0
1988	43	47001	91314	129734	12667	25842	41450
1989	43	46983	91649	134988	13108	26578	44074
1990	43	47243	92477	141406	13630	27466	47159
1991	43	47352	91639	149113	14111	27858	50773
1992	43	47115	92342	154658	14488	28718	53744
1993	43	46463	92895	158292	14729	29541	56115
1994	43	45759	93043	159648	14940	30239	57713
1995	43	45147	92770	160639	15169	30800	59195
1996	43	44487	92111	160559	15370	31226	60290
1997	43	43654	90853	160625	15497	31435	61439
1998	43	43217	89116	158599	15753	31458	61774
	SONOMA	0	0	0	0	0	0
1988	49	10294	20248	32565	2774	5730	10405
1989	49	10353	20601	33624	2888	5974	10978
1990	49	10429	20793	34855	3009	6176	11624
1991	49	10514	21065	35850	3133	6404	12207
1992	49	10578	21207	36908	3253	6595	12826
1993	49	10585	21338	37471	3355	6785	13283
1994	49	10566	21456	37859	3450	6973	13686
1995	49	10542	21542	38114	3542	7152	14045
1996	49	10530	21556	38422	3638	7307	14427
1997	49	10528	21508	38518	3737	7442	14733
1998	49	10538	21460	38723	3841	7575	15083
	STANISLAU	0	0	0	0	0	0
1988	50	11312	23365	37719	3049	6612	12051
1989	50	11335	23393	39478	3162	6784	12890
1990	50	11377	23599	40911	3282	7009	13644
1991	50	11462	23899	42028	3416	7265	14311
1992	50	11536	24048	43239	3547	7479	15026
1993	50	11575	24170	44068	3669	7686	15622
1994	50	11594	24272	44541	3785	7888	16102
1995	50	11620	24359	45057	3984	8087	16604
1996	50	11675	24417	45320	4034	8277	17018
1997	50	11702	24446	45843	4183	8458	17535
1998	50	11912	24487	46418	4342	8644	18080

APPENDIX G

SURVEY OF CHILD CARE CENTER SERVICES ACROSS THE THREE SEGMENTS OF CALIFORNIA POSTSECONDARY EDUCATION

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT · LONG BEACH · LOS ANGELES · NORTHRIDGE
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE · SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590-

March 2, 1988

Dear Colleague:

As you know, there is a critical need for affordable and accessible child care services in our society. Many students in California have young children and require child care in order to enroll in collegiate institutions and to achieve their educational goals. In response to this concern, the Governor and the Legislature have mandated that a comprehensive study of CSU child care needs be undertaken. The consultants conducting this study are the Evaluation and Training Institute and SUMMA Corporation.

An important part of the study focuses upon the relationship between the availability of child care services and student access to institutions of public higher education. In addressing this issue, the consultants have developed the attached survey instrument to obtain necessary information. I would greatly appreciate your assistance and cooperation in facilitating the completion and timely return of the survey.

When the study is completed, I will send you a summary of the report's major findings and recommendations.

Thank you for your assistance as we assess the child care needs of our students.

Sincerely,

W Ann Reynolds

W. Ann Reynolds
Chancellor

WAR:vs

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275
INFORMATION: (213) 590-5506

EVALUATION AND TRAINING INSTITUTE
An inter-disciplinary center for research, training, evaluation and policy studies

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February 3, 1988

To: Directors of CSU, UC and Community College
Child Care Centers

From: Sally M. Bolus
Project Manager, Evaluation & Training Institute
Study of CSU Child Care Need and Services

The Evaluation and Training Institute (ETI), in conjunction with Summa Associates, Inc., is conducting an evaluation of child care services within California State Universities. As part of the evaluation, ETI is surveying the 19 California State University campuses, the 9 University of California campuses, and the 106 California Community Colleges to determine the type of child care services provided by these institutions.

We would appreciate your help in completing the enclosed survey.

All questions, except those specifically stating otherwise, pertain to the current program year. All responses will remain confidential, and data for individual campuses will not be discussed in the final project report.

Please complete and return the questionnaire by March 15, 1988. A stamped envelope addressed to ETI is enclosed for your convenience. If you have any questions or concerns regarding the survey, feel free to contact Ms. Sally Bolus, Project Manager, or Mr. Michael Rubin at ETI, (213) 820-8521.

We appreciate your assistance and cooperation in this important study.

Sincerely,

Sally M. Bolus

Sally M. Bolus
Project Manager

12401 Wilshire Boulevard, Suite 304 • Los Angeles, California 90025 • (213) 820-8521

SURVEY OF CHILD CARE CENTERS

Institution/Campus: ____________________

Total student enrollment (head count): ____________________

Name of person responsible for completing survey: ____________________

Title: ____________________

Telephone number: ____________________

Please check the appropriate responses and fill in the blanks as indicated.

CAPACITY/ADMISSIONS

1. What is the center's total licensed capacity?

2. What age categories of children do you serve? For each age category, please indicate the age range and your licensed capacity for that age group:

	Age Range	Licensed Capacity
☐ Infants	________	____________
☐ Pre-school	________	____________
☐ School age	________	____________

3. Who does the center provide child care services to?

☐ Students
☐ Faculty
☐ Staff
☐ Community
☐ Other: ____________________

4. What, if any, preference is given to students, faculty/staff and the community in admitting children to your center?

5. Do you have a contract with the State Department ofEducation to provide child care services?

☐ Yes ☐ No

If yes, how many child days of enrollment (CDE's) are you contracted to provide for the current program year? ________

How many children are you currently serving under the contract? ________

6. How many children are currently enrolled, by type of parent?

	Number of children currently enrolled
Students	________________
Faculty	________________
Staff	________________
Community	________________
Other:_________	________________
TOTAL	________________

7. Do you have a waiting list? ☐ YES ☐ NO

If YES, how many children are on the list in each age category for each parent group?

	Students	Faculty/Staff	Community
Infants	_______	_______	______
Pre-school	_______	_______	______
School age	_______	_______	______

8. For children admitted according to guidelines other than the Child Development Division of the State Department of Education, what priorities determine the order of admission for each parent group? (Within each column, please rank 1 to 10, or 1 to X depending upon the number of criteria used)

	Students	Faculty	Staff	Community
First come, first served	____	____	____	____
Income status	____	____	____	____
Single parent	____	____	____	____
Number of children in family	____	____	____	____
Special needs children	____	____	____	____
Unit load	____	____	____	____
Veteran	____	____	____	____
Underrepresented minorities	____	____	____	____
Other ______________________	____	____	____	____
Other ______________________	____	____	____	____

OPERATIONS

9. How many days per year is the center open? _______________

10. Does the center provide child care services (check all that apply):

☐ On a full-time basis (6 or more hours)?

☐ On a part-time basis?

☐ Evenings? Please specify hours: ______________________

☐ Weekends? Please specify hours: ______________________

☐ During academic breaks?

☐ During campus holidays?

☐ During summer session? Please specify hours: ____

11. Do you provide services to children with special needs?

☐ Yes ☐ No

If YES, what type of needs do you accomodate:____________

____

____

____

12. Does the center provide an educational component for:

☐ The children?

☐ The parents?

13. Does the center provide meals?

☐ Yes

☐ No

14. Does the center provide referrals to other child care providers?

☐ Yes

☐ No

15. Does the center provide other child care related services to the campus or community? (e.g., parent workshops, training of child care personnel in the community, etc.)?

☐ Yes ☐ No

If YES, please describe the services:______________________

____

____

____

16. Is the center licensed under Title 5? ☐ Yes ☐ No

17. Is the center licensed under Title 22? ☐ Yes ☐ No

18. Is the center accredited by the National Association for the Education of Young Children (NAEYC) ☐ Yes ☐ No

FACILITIES

19. How many sites does you center operate? _______

20. Are these sites:

[ ] On-campus?

[ ] Off-campus?

[ ] Both?

21. Who owns the property at each site?

Site 1:_______________________________________

Site 2:_______________________________________

Site 3:_______________________________________

Site 4:_______________________________________

Site 5:_______________________________________

STAFFING

22. How many total paid staff members (excluding paid students) work at the center? _____________

For each paid, non-student staff member, please complete the following table, listing their job title, their number of years experience in child care, and their level of training in early childhood education (e.g., whether they have a degree in early childhood education, previous coursework in child development, or other relevant experience):

Job Title	Number of Years Experience	Level of Training in Early Childhood Education	Current Salary

23. Do you employ students as paid staff? [ ] Yes [ ] No

If yes, how many do you currently employ? ______________

24. Do you follow the adult/child ratios dictated by:

☐ Title 5 ☐ Both
☐ Title 22

25. What is the adult-child ratio at the center:

for infants?________________________

for pre-schoolers?_________________

for school age children?_____________

26. Do unpaid student interns work at the center? ☐ Yes ☐ No

If YES, are these interns counted in the calculation of the adult-child ratio? ☐ Yes ☐ No

27. Are parents required to work at the center? ☐ Yes ☐ No

If YES, are parents counted in the calculation of the adult-child ratio? ☐ Yes ☐ No

28. Do unpaid parent or student volunteer work at the center? ☐ Yes ☐ No

If YES, are volunteers counted in the calculation of the adult-child ratio? ☐ Yes ☐ No

---

FUNDING

29. For the current program year, what are the sources and amounts of funding for the center's operations?

Parent fees: $____________________

State Department of Education contract: $____________________

Associated Students' fee: $____________________

Student service, registration or other institutional fees $____________________

Fund raising: $____________________

Child Care Food Program: $____________________

Other:________________________ $____________________

Other:________________________ $____________________

TOTAL ANNUAL BUDGET: $____________________

FEES

30. What type of fees (hourly, half-day, etc.) do you charge, and what is the fees schedule for students, faculty/staff and the community?

	Students	Faculty/Staff	Community
☐ Hourly	________	________	________
☐ Half-day	________	________	________
☐ Full-day	________	________	________
☐ Weekly	________	________	________
☐ Other: ____________	________	________	________

31. Does the center charge for the following (If YES, please check and indicate the amount):

☐ An application fee?	$________
☐ An insurance fee?	$________
☐ A supplies fee?	$________
☐ A field trip fee?	$________
☐ A one-time registration fee?	$________
☐ An annual registration fee?	$________
☐ Other: ____________________	$________

POLICY/ADMINISTRATION

32. Who sets policy for the center?

____

____

33. Does the center have an advisory board? ☐ Yes ☐ No

If YES, what is its function and membership?

34. Does the center have a board of directors? ☐ Yes ☐ No

If YES, what is its function and membership?

35. Who does the director of the center report to? (Please provide name and title.)

36. Who has the authority to hire and terminate center employees?

37. Is the center a nonprofit organization? ☐ Yes ☐ No

38. Is an expansion of your center's facilities or services planned during the next decade? ☐ Yes ☐ No

If YES, please describe:

39. Are you aware of any other facilities/labs on campus or associated with your campus which provide child care for students, faculty, or staff? ☐ YES ☐ NO

If YES, please complete the following:

Name of facility:

Location:

Contact person:
Telephone number:

APPENDIX H

CSU CHILDREN'S CENTER SURVEY (1985-86) — FACILITY DESCRIPTION: TYPE AND CONDITION

CSU Children's Center Survey 1985-86

Facility Description: Type and Condition

Campus	Type Converted Residence	Type Surplus Campus Bldg.	Type Trailer	Type Specif. Designed For Ctr.	Type Other	Condition Rating	Comments Repairs Needed
Bakersfield	-	-	1	-	Converted Classroom	Fair	Bathrooms need extensive updating/3 of classrooms do not have adjoining baths/trailer leased on annual basis.
Chico	-	1	-	-	-	Fair	One section of campus bldg. (old elem. school)/kitchen, windows, bath, and walls need repair or replacement/need storage units.
Dominguez Hills	-	-	-	-	Former AS Office	Poor	Children's Center major needs, Flooring, wall (dry rot), plumbing, (septic tank) leaky rook, windows/screens, needs exterior paint
Fresno	-	III		-	-	Good	Site I off campus/Site II Home Ec. Lab/Site III space was not planned for children usage and needs roof.
Fullerton	-	1	-	-	-	Fair	New roof - sprinkler system - new cement pathway.
Hayward	-	-		-	Church	Fair	Back yard needs landscaping, cabinets need repair, carpet needed in 2 rooms.
Humboldt	1	-	-		-	Fair-Poor	Facilities Evaluation Audit: foundation bldg 1 unsat. and can't be remodeled. This has caused irrepairable damage to walls and floors; heating, plumbing & electrical systems need major modernization. Bldgs 2 & / need restoration and major modernization to heating, plumbing & electrical systems.
Long Beach	-	-	-	1	Church	Good	Preventive maintenance-heating/cooling systems, equip. replacement, etc., church fair minor repairs.
Los Angeles		-	-	1	-	Excellent	Roof, shelves added, landscaping
Northridge	1	1	-		-	Good	
Pomona	-	-	-	1		Excellent	
Sacramento	-	-	1	-	-	Poor	Need new roof, IVAC system, insulation, carpet, storage, current plans to build perm facility, 87-88.
San Bernardino	-	-	-	1	-	Good	Outdoor seals, air cond., play yard & cement
San Diego	-	-	1	-	1	Fair	New roof, ceiling, exterior paint, ramps, landscape-trailer is 16 yrs old. Infant/toddler classroom shared with SDSU (state owned).
San Francisco	-	1	-		-	Good	Extensive repairs completed 8/86: replace ceiling light fixtures, painting, plumbing, roof and gutter repairs.
San Jose		-		-	Church	Fair	Bldg. sound - leaky roof - playground is a parking lot & needs renovation.
San Luis Obispo		-	-	-	Bungalows	Poor	Temporary 60+ year old bungalows, in constant need of repair.
Sonoma		-	-	1	-	Excellent	
Stanislaus	-	1			-	Good	Converted bookstore, needs playground space, repainting, remodel bath.
System	7	6	3	5	-	Excellent 3/Good 6/Fair 6/Poor 4	

Analytic Jies

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APPENDIX I

CSU PHYSICAL PLANNNG AND DEVELOPMENT — CHILD CARE FACILITY CAPITAL OUTLAY NEEDS

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CHILD CARE FACILITY CAPITAL OUTLAY NEEDS

Campus	New Facility Required	Remodeling of Existing Facility Required	GSF	Cost	Children Accommodated
Bakersfield	X		5,251	$ 671,000	82
Chico		X	6,514	571,000	73
Dominguez Hills	X		3,737	483,000	36
Fresno	X	X	4,201	470,000	46
Fullerton	X		7,846	1,000,000	165
Hayward	X		4,008	516,000	65
Humboldt	X	X	7,191	818,000	85
Los Angeles		X	(6,622)	(580,000)	(60)
Long Beach		X	(14,615)	(1,281,000)	(140)
Northridge	X		9,162	1,442,000	120
Pomona		X	2,895	255,000	50
Sacramento	X		(15,385)	(1,944,000)	(135)
San Bernardino		X	3,575	314,000	40
San Diego	X		2,770	356,000	55
San Francisco	X		4,615	591,000	75
San Jose	X		4,917	630,000	60
San Luis Obispo	X		1,692	221,000	36
Sonoma		X	(3,692)	(323,000)	(50)
Stanislaus		X	3,695	323,000	44
TOTAL			72,069[a]	$8,661,000[a]	1,032

---

[a] Cost for child care facilities for Long Beach, Los Angeles, Sacramento and Sonoma were not included in totals since facilities were recently completed or will soon be under construction.

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Child Care Facilities

	Bakersfield	Chico	Dominquez Hills	Fresno
Temporary or Permanent Facility	Temporary	Permanent	Temporary	Temporary/Permanent
ASF	3,413	4,234	2,429	1,594/ 1,137
GSF	5,251	6,514	3,737	2,452/ 1,749
Building Cost ($6.95 per GSF)	$ 449,000	$619,000	$ 355,000	$233,000/$ 166,000
Sitework (3%)	$ 15,000	-0-	$ 11,000	$ 7,000/ -0-
Group I Equipment ($5.00 per GSF)	$ 26,000	$ 33,000	$ 19,000	$ 12,000/$ 9,000
Total Construction (New)	$ 540,000	$ 652,000	$ 385,000	$252,000/$ 175,000
Total Construction (Remodel)	NA	$ 456,000	NA	NA /$ 123,000
Fees	$ 97,000	$ 91,000	$ 69,000	$ 45,000/$ 25,000
Landscaping	$ 15,000	-0-	$ 15,000	$ 10,000/ -0-
Group II Equipment ($5.60 per ASF)	$ 19,000	$ 24,000	$ 14,000	$ 9,000/$ 6,000
TOTAL PROJECT COST	$ 671,000	$ 571,000	$ 483,000	$316,000/$ 154,000
Children Accommodated	82	73	36	46

	Fullerton	Hayward	Humboldt	Long Beach[a]
Temporary or Permanent Facility	Temporary	Temporary	Temporary/Permanent	Permanent
ASF	5,100	2,605	3,006/ 1,668	9,500
GSF	7,846	4,008	4,625/ 2,566	14,615
Building Cost	$ 745,000	$ 381,000	$ 439,000/$ 244,000	$1,388,000
Sitework	$ 22,000	$ 11,000	$ 13,000/ -0-	-0-
Group I Equipment	$ 39,000	$ 20,000	$ 23,000/$ 13,000	$ 73,000
Total Construction (New)	$ 806,000	$ 412,000	$ 475,000/$ 257,000	$1,461,000
Total Construction (Remodel) (70% of new construction)	NA	NA	NA /$ 180,000	$1,023,000
Fees	$ 145,000	$ 74,000	$ 86,000/$ 36,000	$ 205,000
Landscaping	$ 20,000	$ 15,000	$ 15,000/ -0-	-0-
Group II Equipment	$ 29,000	$ 15,000	$ 17,000/$ 9,000	$ 53,000
TOTAL PROJECT COST	$1,000,000	$ 516,000	$ 593,000/$ 225,000	$1,281,000
Children Accommodated	165	65	85	140

[a] Recent addition to childhood center.

	Los Angeles[b]	Northridge	Pomona	Sacramento[c]
Temporary or Permanent Facility	Permanent	Temporary	Permanent	Temporary
ASF	4,304	5,955	1,882	10,000
GSF	6,622	9,162	2,895	15,385
Building Cost	$ 629,000	$ 870,000	$ 275,000	$1,462,000
Sitework	-0-	$ 261,000	-0-	$ 44,000
Group I Equipment	$ 33,000	$ 46,000	$ 15,000	$ 77,000
Total Construction (New)	$ 662,000	$1,177,000	$ 290,000	$1,583,000
Total Construction (Remodel)	$ 463,000	NA	$ 203,000	NA
Fees	$ 93,000	$ 212,000	$ 41,000	$ 285,000
Landscaping	-0-	$ 20,000	-0-	$ 20,000
Group II Equipment	$ 24,000	$ 33,000	$ 11,000	$ 56,000
TOTAL PROJECT COST	$ 580,000	$1,442,000	$ 255,000	$1,944,000
Children Accommodated	60	120	50	Not Avail.

[b] Anna Bing Arnold Child Care Center.

[c] Child Development Center will begin construction in June, 1987.

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	San Bernardino	San Diego	San Francisco	San Jose
Temporary or Permanent Facility	Permanent	Temporary	Temporary	Temporary
ASF	2,324	1,800	3,000	3,196
GSF	3,575	2,770	4,615	4,917
Building Cost	$ 340,000	$ 263,000	$ 438,000	$ 467,000
Sitework	-0-	$ 8,000	$ 13,000	$ 14,000
Group I	$ 18,000	$ 14,000	$ 23,000	$ 25,000
Total Construction (New)	$ 358,000	$ 285,000	$ 474,000	$ 506,000
Total Construction (Remodel)	$ 251,000	NA	NA	NA
Fees	$ 50,000	$ 51,000	$ 85,000	$ 91,000
Landscaping	-0-	$ 10,000	$ 15,000	$ 15,000
Group II	$ 13,000	$ 10,000	$ 17,000	$ 18,000
TOTAL PROJECT COST	$ 314,000	$ 356,000	$ 591,000	$ 630,000
Children Accommodated	40	55	75	60

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	San Luis Obispo	Sonoma[d]	Stanislaus
Temporary or Permanent Facility	Temporary	Permanent	Permanent
ASF	1,100	2,400	2,402
GSF	1,692	3,692	3,695
Building Cost	$ 161,000	$ 351,000	$ 351,000
Sitework	$ 5,000	-0-	-0-
Group I	$ 8,000	$ 18,000	$ 18,000
Total Cost (New)	$ 174,000	$ 369,000	$ 369,000
Total Cost (Remodel)	NA	$ 258,000	$ 258,000
Fees	$ 31,000	$ 52,000	$ 52,000
Landscaping	$ 10,000	-0-	-0-
Group II	$ 6,000	$ 13,000	$ 13,000
TOTAL PROJECT COST	$ 221,000	$ 323,000	$ 323,000
Children Accommodated	36	50	44

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[d] Permanent child care center was completed in 1978.

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APPENDIX J

SUMMARY OF CHILD STUDY CENTERS
(gathered from faculty directors and other campus sources)

Campus	Name	Features
Chico	Child Development Lab	Not licensed Capacity is 24 preschool children Operates both A.M. and P.M. sessions
Hayward	Early Childhood Center	Facility is licensed for 17 preschool children State Preschool Funded (from CDD) Operates both A.M. and P.M. sessions
Humboldt	Child Development Laboratory	Facility is licensed for 48 preschool children Operates both A.M. and P.M. session
Long Beach	Child Study Laboratories	Not licensed Operates two classrooms: Toddler lab capacity is 10 from 9:00-11:45 Preschool lab capacity is 15 from 9:00-11:45
Northridge	Preschool Laboratory	Not licensed Operates two buildings: child care capacity is 20 from 7:30-5:30 Preschool lab capacity is 19 for two half-day sessions
San Diego	Child Study Center	Not licensed Operates both A.M. and P.M. sessions Preschool center capacity is 20
San Francisco	Child Study Center	Not licensed Capacity is 20 preschool children Operates both A.M. and P.M. sessions
San Jose	Child Development Preschool	Not licensed Operates two classrooms: Infant/Toddler capacity is 10 in A.M. Preschool capacity is 22 in A.M. and P.M.
San Luis Ob.		Not licensed Operates two facilities: Toddler program capacity is 20 in A.M. Preschool lab capacity is 27 in A.M. and P.M.
Stanislaus	Child Development Center	Not licensed Open 7:30 - 4:30 Operates preschool center with capacity of 25

APPENDIX K

SUMMARY OF CAMPUS CHILDREN'S CENTERS

APPENDIX K
CAMPUS CHILDREN'S CENTERS SUMMARY

CAMPUS	TOTAL CAPACITY	AGES SERVED * I	PS	SA	FEES/DAY	PRIORITY ADMISSION	NUMBER DAYS OPEN	HOURS	TOTAL HRS/DAY
Bakersfield	82		X		11.00	1. students 2. employees 3. community	183	7:30-6:00	10.50
Chico	37		X		12.20	1. students 2. employees (space avail)	155	7:45-5:15	9.50
Dom. Hills	36		X	X	12.00 15.00	1. students 2. employees (space avail)	198	7:45-7:00 M-Th	11.25
Fresno	77	X	X	X	10.00	1. students 2. employees 3. community	197	7:30-5:30	10.00
Fullerton	82	X	X		I 2.50/hr PS 2.00/hr	1. students 2. employees 3. community	219	8:00-6:00	10.00
Hayward	47	X	X	X	1.70/hr P 2.40/hr I 2.00/hr P 2.65/hr I	1. students 2. employees	215	7:00-5:30	10.50
Humboldt	54	X	X		17.61	1. students usually fill all spaces	163	7:30-5:00	8.00
Long Beach	138	X	X		24.00/4 hrs.	1. students 2. employees 3. community	244	7:00-6:30 M-Th 7:00-5:30 Friday	11.50
Los Angeles	62		X		18.75 20.00	1. students 2. employees 3. community	250	7:30-5:30 M-Th 7:30-5:00 Friday	10.50
Northridge	78		X		1.05-2.05/hr 2.05/hr. 2.35/hr.	1. students 2. employees 3. community	223	7:30-5:30	10.50

CHILDREN'S CENTERS SUMMARY

CAMPUS	TOTAL CAPACITY	AGES SERVED * I	PS	SA	FEES/DAY	PRIORITY ADMISSION	NUMBER DAYS OPEN	HOURS	TOTAL HRS/DAY
Pomona	50		X		1.35/hr. 1.65/hr.	l.students 2. employees	239	7:30-6:00 M-Th 7:30-5:30 Friday	10.50
Sacramento	145	X	X		2.40/hr. 2.75/hr.	l. students 2. employees	160	7:00-9:00 M-Th 7:00-5:30 Friday	14.00
San Bernard.	40		X	X	0-4 hrs./8.75 4-6 hrs./13.00 6.5+hrs/17.50	l. students 2. employees 3. community	162	7:30-8:00	12.50
San Diego	85	X	X		sliding fee scale	l. low inc.students 2. students 3. employees	157	7:45-5:00 7:45-3:30(I)	9.25
San Francisco	44	X	X		based on income and child's age	first come, first serve. Ratio 2:1 student to emp.	200		
San Jose	54		X		1.20-2.00/hr. 2.36/hr.	l. students 2. employee	201	7:15-5:30	10.25
San Luis Obispo	36	X	X	summer only	13.00	l. students 2. employees	218	7:45-5:15	9.50
Sonoma	50		X		2.20/hr.	l. students 2. employees 3. community	154	8:00-5:00 M-Th 8:00-4:00 Friday	9.00

* I = Infants
P = Preschool
SA = School-age

APPENDIX L

CSU STUDENT PARENTS
AVERAGE WEEKLY COST PER CHILD BY TYPE OF CHILD CARE

(for Infants and Preschool Children)

Campus	Age of Child	CSU Children's Center		Non-Campus Child Care*		Other Child Care†	
		mean	f	mean	f	mean	f
Bakersfield	Infant (under 2 yrs)	—	0	$100	31	$28	311
	Preschool (2-5 yrs)	$38	346	58	664	94	199
Chico	Infant (under 2 yrs)	—	0	50	5	65	91
	Preschool (2-5 yrs)	0	86	67	218	45	253
Dominguez Hills	Infant (under 2 yrs)	—	0	69	118	55	393
	Preschool (2-5 yrs)	0	5	52	148	22	224
Fresno	Infant (under 2 yrs)	—	0	34	136	36	526
	Preschool (2-5 yrs)	26	119	40	423	30	355
Fullerton	Infant (under 2 yrs)	43	59	34	250	50	420
	Preschool (2-5 yrs)	0	288	73	325	56	402
Hayward	Infant (under 2 yrs)	—	0	20	74	50	537
	Preschool (2-5 yrs)	—	0	65	249	36	152
Humbolt	Infant (under 2 yrs)	33	104	—	0	37	106
	Preschool (2-5 yrs)	9	79	20	83	19	170
Long Beach	Infant (under 2 yrs)	—	0	58	658	54	605
	Preschool (2-5 yrs)	70	132	75	189	60	621
Los Angeles	Infant (under 2 yrs)	—	0	45	44	44	685
	Preschool (2-5 yrs)	49	190	60	233	55	400
Northridge	Infant (under 2 yrs)	—	0	50	1	43	681
	Preschool (2-5 yrs)	20	108	62	123	41	434
Pomona	Infant (under 2 yrs)	—	0	—	0	19	520
	Preschool (2-5 yrs)	—	0	68	533	52	1262
Sacramento	Infant (under 2 yrs)	30	166	70	74	13	747
	Preschool (2-5 yrs)	34	379	56	724	19	1157
San Bernardino	Infant (under 2 yrs)	—	0	—	0	43	309
	Preschool (2-5 yrs)	13	16	64	55	40	165
San Diego	Infant (under 2 yrs)	—	0	151	88	31	518
	Preschool (2-5 yrs)	0	29	67	680	38	61

Campus	Age of Child	CSU Children's Center		Non-Campus Child Care*		Other Child Care†	
		mean	f	mean	f	mean	f
San Francisco	Infant (under 2 yrs)	25	63	—	0	75	130
	Preschool (2-5 yrs)	48	74	88	81	86	34
San Jose	Infant (under 2 yrs)	—	0	100	210	73	643
	Preschool (2-5 yrs)	0	90	81	414	54	560
San Luis Obispo	Infant (under 2 yrs)	0	106	—	0	69	103
	Preschool (2-5 yrs)	13	132	41	116	35	51
Sonoma	Infant (under 2 yrs)	0	38	60	6	56	124
	Preschool (2-5 yrs)	4	60	34	241	38	137
Stanislaus	Infant (under 2 yrs)	—	0	70	138	24	209
	Preschool (2-5 yrs)	15	29	57	225	33	281

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* Non Campus Child Care = Child care center or nursery school (not on campus)

† Other Child Care = Neighbor, adult babysitter, relative, friend

NOTE: Assume that zero values for mean cost of care indicate families receiving fully subsidized (no cost) child care.

CSU STUDENT PARENTS
AVERAGE WEEKLY COST PER CHILD BY TYPE OF CHILD CARE

(for School-Age Children)

Campus	Age of Child	Extended Day Care During School Year mean	f	Vacation Care During Summer mean	f
Bakersfield	6 yrs - 11 yrs	20	245	33	231
	12 yrs - 15 yrs	70	66	89	66
Chico	6 yrs - 11 yrs	24	456	23	456
	12 yrs - 15 yrs		0		0
Dominguez Hills	6 yrs - 11 yrs	28	509	25	491
	12 yrs - 15 yrs	0	81	0	81
Fresno	6 yrs - 11 yrs	24	829	31	820
	12 yrs - 15 yrs	25	88	0	88
Fullerton	6 yrs - 11 yrs	26	306	34	287
	12 yrs - 15 yrs	0	59	0	59
Hayward	6 yrs - 11 yrs	122	551	74	551
	12 yrs - 15 yrs	0	10	0	10
Humboldt	6 yrs - 11 yrs	15	214	20	214
	12 yrs - 15 yrs	2	16	1	16
Long Beach	6 yrs - 11 yrs	36	618	53	618
	12 yrs - 15 yrs	0	109	0	109
Los Angeles	6 yrs - 11 yrs	55	639	37	639
	12 yrs - 15 yrs	3	163	3	163
Northridge	6 yrs - 11 yrs	24	458	36	377
	12 yrs - 15 yrs	40	18	40	18
Pomona	6 yrs - 11 yrs	15	629	49	586
	12 yrs - 15 yrs		0		0
Sacramento	6 yrs - 11 yrs	74	1,658	36	1,658
	12 yrs - 15 yrs		0		0
San Bernardino	6 yrs - 11 yrs	17	754	30	754
	12 yrs - 15 yrs	8	94	21	94
San Diego	6 yrs - 11 yrs	15	559	67	559
	12 yrs - 15 yrs		0		0
San Francisco	6 yrs - 11 yrs	40	1,073	61	1,073
	12 yrs - 15 yrs	13	91	67	91
San Jose	6 yrs - 11 yrs	54	1,005	46	1,005
	12 yrs - 15 yrs		0		0
San Luis Obispo	6 yrs - 11 yrs	45	93	7	93
	12 yrs - 15 yrs	30	6	30	6

Campus	Age of Child	Extended Day Care During School Year		Vacation Care During Summer	
		mean	f	mean	f
Sonoma	6 yrs - 11 yrs	54	644	32	622
	12 yrs - 15 yrs	25	5	0	5
Stanislaus	6 yrs - 11 yrs	21	333	30	333
	12 yrs - 15 yrs	0	57	0	57

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* Non Campus Child Care = Child care center or nursery school (not on campus)

† Other Child Care = Neighbor, adult babysitter, relative, friend

NOTE: Assume that zero values for mean cost of care indicate families receiving fully subsidized (no cost) child care.

APPENDIX M

CSU EMPLOYEE PARENTS
AVERAGE WEEKLY COST BY TYPE OF CHILD CARE

(for Infants and Preschool Children)

Campus	Age of Child	CSU Children's Center mean	f	Non-Campus Child Care* mean	f	Other Child Care† mean	f
Bakersfield	Infant (under 2 yrs)	$35	5			$63	17
	Preschool (2-5 yrs)	101	34	45	28	47	23
Chico	Infant (under 2 yrs)		0		0	83	69
	Preschool (2-5 yrs)		0	40	188	43	16
Dom. Hills	Infant (under 2 yrs)		0		0	59	48
	Preschool (2-5 yrs)		0	100	32	39	27
Fresno	Infant (under 2 yrs)		0		0	69	75
	Preschool (2-5 yrs)		0	71	12	44	111
Fullerton	Infant (under 2 yrs)		0	90	26	285	33
	Preschool (2-5 yrs)	50	26	57	72	50	10
Hayward	Infant (under 2 yrs)		0		0	61	31
	Preschool (2-5 yrs)		0	51	49	61	25
Humboldt	Infant (under 2 yrs)	0	18	40	2	21	26
	Preschool (2-5 yrs)	0	18	59	66	25	48
Long Beach	Infant (under 2 yrs)	45	1		0	74	80
	Preschool (2-5 yrs)	55	21	65	199	146	177
Los Angeles	Infant (under 2 yrs)		0		0	46	73
	Preschool (2-5 yrs)		0	59	125	45	46
Northridge	Infant (under 2 yrs)		0	120	57	53	46
	Preschool (2-5 yrs)	0	3	71	214	55	24
Pomona	Infant (under 2 yrs)		0		0	84	110
	Preschool (2-5 yrs)		0	59	104	50	11
Sacramento	Infant (under 2 yrs)		0		0	33	269
	Preschool (2-5 yrs)		0	81	2	32	249
San Bernardino	Infant (under 2 yrs)		0	0	15	3	78
	Preschool (2-5 yrs)		0	92	43	15	68
San Diego	Infant (under 2 yrs)		0	75	302	49	45
	Preschool (2-5 yrs)		0	65	270	30	5

Campus	Age of Child	CSU Children's Center		Non-Campus Child Care*		Other Child Care†	
		mean	f	mean	f	mean	f
San Francisco	Infant (under 2 yrs)		0		0	186	60
	Preschool (2-5 yrs)		0	120	89	191	93
San Jose	Infant (under 2 yrs)		0	109	80	46	75
	Preschool (2-5 yrs)		0	71	156		0
San Luis Obispo	Infant (under 2 yrs)		0		0		0
	Preschool (2-5 yrs)	65	2	43	62	22	106
Sonoma	Infant (under 2 yrs)		0		0	50	3
	Preschool (2-5 yrs)		0		0	81	4
Stanislaus	Infant (under 2 yrs)		0	60	10	40	30
	Preschool (2-5 yrs)		0	51	24	36	60
Office of the Chancellor	Infant (under 2 yrs)		0	90	4	120	35
	Preschool (2-5 yrs)		0	64	13	7	12

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* Non Campus Child Care = Child care center or nursery school (not on campus)

† Other Child Care = Neighbor, adult babysitter, relative, friend

NOTE: Assume that zero values for mean cost of care indicate families receiving fully subsidized (no cost) child care.

CSU EMPLOYEE PARENTS
AVERAGE WEEKLY COST BY TYPE OF CHILD CARE

(for School-Age Children)

Campus	Age of Child	Extended Day Care During School Year		Vacation Care During Summer	
		mean	f	mean	f
Bakersfield	6 yrs - 11 yrs	$20	9	33	9
	12 yrs - 15 yrs		0		0
Chico	6 yrs - 11 yrs	26	277	17	277
	12 yrs - 15 yrs	17	85	2	85
Dom. Hills	6 yrs - 11 yrs	25	28	198	28
	12 yrs - 15 yrs		0		0
Fresno	6 yrs - 11 yrs	32	77	34	77
	12 yrs - 15 yrs	50	14	20	14
Fullerton	6 yrs - 11 yrs	48	109	23	109
	12 yrs - 15 yrs		0		0
Hayward	6 yrs - 11 yrs	100	155	71	155
	12 yrs - 15 yrs		0		0
Humboldt	6 yrs - 11 yrs	31	75	71	75
	12 yrs - 15 yrs		0		0
Long Beach	6 yrs - 11 yrs	43	324	63	324
	12 yrs - 15 yrs	37	23	50	23
Los Angeles	6 yrs - 11 yrs	45	189	133	148
	12 yrs - 15 yrs		0		0
Northridge	6 yrs - 11 yrs	22	128	64	128
	12 yrs - 15 yrs		0		0
Pomona	6 yrs - 11 yrs	29	59	38	110
	12 yrs - 15 yrs		0		0
Sacramento	6 yrs - 11 yrs	34	48	26	48
	12 yrs - 15 yrs		0		0
San Bernardino	6 yrs - 11 yrs	15	60	51	60
	12 yrs - 15 yrs	4	29	4	29
San Diego	6 yrs - 11 yrs	43	198	75	198
	12 yrs - 15 yrs	100	26	100	26
San Francisco	6 yrs - 11 yrs	67	179	155	179
	12 yrs - 15 yrs	51	42	74	42

Campus	Age of Child	Extended Day Care During School Year mean	Extended Day Care During School Year f	Vacation Care During Summer mean	Vacation Care During Summer f
San Jose	6 yrs - 11 yrs	21	175	31	175
	12 yrs - 15 yrs	7	15	98	15
San Luis Obispo	6 yrs - 11 yrs	18	154	12	91
	12 yrs - 15 yrs		0		0
Sonoma	6 yrs - 11 yrs	19	36	35	36
	12 yrs - 15 yrs	9	28	0	28
Stanislaus	6 yrs - 11 yrs	20	66	31	58
	12 yrs - 15 yrs	25	3	25	3
Office of the Chancellor	6 yrs - 11 yrs	82	27	72	22
	12 yrs - 15 yrs	3	3	19	13

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* Non Campus Child Care = Child care center or nursery school (not on campus)

† Other Child Care = Neighbor, adult babysitter, relative, friend

NOTE: Assume that zero values for mean cost of care indicate families receiving fully subsidized (no cost) child care.

APPENDIX N

CSU STUDENT PARENTS CHOOSING INFANT CARE ON CAMPUS*

Conversion of Total Hours Per Week to Full Time Spaces

Infant Care (under 2 years old)

Campus	No. of Children	Hrs/Wk† 6a.m.-6p.m.	FTS††	Hrs/Wk† 6p.m.-10p.m.	FTS††
Bakersfield	299	5,811	116	245	12
Chico	272	5,126	103	127	6
Dominguez Hills	489	5,532	111	2,518	126
Fresno	469	9,776	196	730	37
Fullerton	789	7,494	150	2,540	127
Hayward	510	8,473	169	589	29
Humboldt	335	7,874	157	944	47
Long Beach	1,562	40,014	800	394	20
Los Angeles	363	7,462	149	2,152	108
Northridge	503	17,744	355	464	23
Pomona	1,104	21,062	421	6,345	317
Sacramento	614	8,501	170	1,564	78
San Bernardino	383	4,153	83	2,338	117
San Diego	325	5,392	108	308	15
San Francisco	611	10,554	211	3,916	196
San Jose	1,024	25,973	519	776	39
San Luis Obispo	273	7,172	143	602	30
Sonoma	308	4,628	93	598	30
Stanislaus	300	3,810	76	682	34

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* The survey question was, "Which of the following care options for these children would be your first choice?" The response for infants was "A child care center/preschool on campus."

† Hours per week reflects total hours of care children would use and appropriately includes adjustment for parents choosing on campus care for more than one infant.

†† FTS (Full Time Spaces) are reported as a means of conservatively converting total hours of care into facility capacity. For infant care, 50 hrs/wk and 20 hrs/wk were used to define full time care between the hours of 6 a.m. - 6 p.m. and 6 p.m. - 10 p.m., respectively.

APPENDIX O

CSU STUDENT PARENTS CHOOSING PRESCHOOL CARE ON CAMPUS*

Conversion of Total Hours Per Week to Full Time Spaces

Preschool Care (2-5 years old)

Campus	No. of Children	Hrs/Wk† 6a.m.-6p.m.	FTS††	Hrs/Wk† 6p.m.-10p.m.	FTS††
Bakersfield	1,144	19,502	390	3,180	159
Chico	424	12,229	245	1,262	64
Dominguez Hills	442	6,346	127	2,003	100
Fresno	846	16,195	324	4,498	225
Fullerton	1,046	30,353	607	1,212	61
Hayward	226	5,033	101	58	3
Humboldt	545	9,652	193	3,452	173
Long Beach	1,060	24,157	483	4,226	211
Los Angeles	852	10,506	210	3,202	160
Northridge	667	17,260	345	359	18
Pomona	1,253	36,783	736	10,490	525
Sacramento	1,921	36,480	730	3,116	156
San Bernardino	436	5,285	106	2,174	109
San Diego	1,434	43,153	863	3,516	176
San Francisco	536	14,848	297	4,668	233
San Jose	810	25,506	510	1,973	99
San Luis Obispo	492	12,573	251	555	28
Sonoma	287	19,894	398	1,635	82
Stanislaus	509	6,806	136	899	45

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* The survey question was, "Which of the following care options for these children would be your first choice?" The response for preschoolers was "A child care center/preschool on campus."

† Hours per week reflects total hours of care children would use and appropriately includes adjustment for parents choosing on campus care for more than one preschool child.

†† FTS (Full Time Spaces) are reported as a means of conservatively converting total hours of care into facility capacity. For preschool care, 50 hrs/wk and 20 hrs/wk were used to define full time care between the hours of 6 a.m. - 6 p.m. and 6 p.m. - 10 p.m., respectively.

APPENDIX P

CSU STUDENT PARENTS CHOOSING DAYTIME SCHOOL-AGE CARE ON CAMPUS

Conversion of Total Hours Per Week to Full Time Spaces[*]

School-Age Care (6 - 11 year olds)
(6 a.m. - 6 p.m.)

	TOTAL	TOTAL	EXTENDED DAY CARE[**]			VACATION CARE[***]		
CAMPUS	HRS/WK	HRS/YR	HRS/YR	HRS/WK	FTS	HRS/YR	HRS/WK	FTS
BAKERSFIELD	4,706	244,712	115,896	3,219	161	128,792	8,049	161
CHICO	2,099	109,148	51,692	1,436	72	57,445	3,590	72
DOM. HILLS	3,254	169,208	80,137	2,226	111	89,054	5,566	111
FRESNO	3,312	172,224	81,565	2,266	113	90,641	5,665	113
FULLERTON					0			0
HAYWARD	4,524	235,248	111,413	3,095	155	123,811	7,738	155
HUMBOLDT	739	38,428	18,200	506	25	20,225	1,264	25
LONG BEACH					0			0
LOS ANGELES	1,614	83,928	39,748	1,104	55	44,171	2,761	55
NORTHRIDGE	4,064	211,328	100,085	2,780	139	111,222	6,951	139
POMONA	2,592	134,784	63,834	1,773	89	70,937	4,434	89
SACRAMENTO	4,130	214,760	101,710	2,825	141	113,028	7,064	141
SAN BERN.	3,888	202,176	95,751	2,660	133	106,405	6,650	133
SAN DIEGO	1,281	66,612	31,547	876	44	35,058	2,191	44
SAN FRAN.	17,558	913,016	432,404	12,011	601	480,520	30,033	601
SAN JOSE	14,317	744,484	352,588	9,794	490	391,822	24,489	490
SAN LUIS OB.	10,033	521,716	247,085	6,863	343	274,579	17,161	343
SONOMA	2,411	125,372	59,376	1,649	82	65,983	4,124	82
STANISLAUS	1,424	74,048	35,069	974	49	38,971	2,436	49
TOTAL	81,946	4,261,192	2,018,101	56,058	2,803	2,242,665	140,167	2,803

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[*] Full Time Spaces (FTS) are reported as a means of convervatively converting total hours of care into facility capacity. Full time extended day care was defined as 20 hrs/week; vacation care was defined using 50 hrs/week.

[**] Extended Day Care is care provided to school-age children before and after the school day.

[***] Vacation Care is care provided to school-age children during school vacation periods.

CSU STUDENT PARENTS CHOOSING DAYTIME SCHOOL-AGE CARE ON CAMPUS

Conversion of Total Hours Per Week to Full Time Spaces[*]

School-Age Care (12 - 15 year olds)
(6 a.m. - 6 p.m.)

	TOTAL	TOTAL	EXTENDED DAY CARE[**]			VACATION CARE[***]		
CAMPUS	HRS/WK	HRS/YR	HRS/YR	HRS/WK	FTS	HRS/YR	HRS/WK	FTS
BAKERSFIELD	103	5,356	2,537	70	4	2,819	176	4
CHICO	915	47,580	22,534	626	31	25,041	1,565	31
DOM. HILLS					0			0
FRESNO	575	29,900	14,161	393	20	15,736	984	20
FULLERTON	654	34,008	16,106	447	22	17,898	1,119	22
HAYWARD	197	10,244	4,852	135	7	5,391	337	7
HUMBOLDT	656	34,112	16,155	449	22	17,953	1,122	22
LONG BEACH	132	6,864	3,251	90	5	3,613	226	5
LOS ANGELES	421	21,892	10,368	288	14	11,522	720	14
NORTHRIDGE					0			0
POMONA					0			0
SACRAMENTO	792	41,184	19,505	542	27	21,675	1,355	27
SAN BERN.	50	2,600	1,231	34	2	1,368	86	2
SAN DIEGO					0			0
SAN FRAN.	2,281	118,612	56,175	1,560	78	62,425	3,902	78
SAN JOSE					0			0
SAN LUIS OB.	135	7,020	3,325	92	5	3,695	231	5
SONOMA	105	5,460	2,586	72	4	2,874	180	4
STANISLAUS	738	38,376	18,175	505	25	20,197	1,262	25
TOTAL	7,754	403,208	190,959	5,304	265	212,208	13,263	265

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[*] Full Time Spaces (FTS) are reported as a means of convervatively converting total hours of care into facility capacity. Full time extended day care was defined as 20 hrs/week; vacation care was defined using 50 hrs/week.

[**] Extended Day Care is care provided to school-age children before and after the school day.

[***] Vacation Care is care provided to school-age children during school vacation periods.

APPENDIX Q

CSU STUDENT PARENTS CHOOSING EVENING SCHOOL-AGE CARE ON CAMPUS*

Conversion of Total Hours Per Week to Full Time Spaces

School-Age Care for 6-11 and 12-15 year olds
(6 p.m. - 10 p.m.)

Campus	No. of Children	6-11 years Hrs/Wk	FTS††	12-15 years Hrs/Wk	FTS††	TOTAL FTS
Bakersfield	542	2,379	119	27	1	120
Chico	243	334	17	305	15	32
Dominguez Hills	504	2,368	118	782	39	157
Fresno	506	1,348	67	508	25	92
Fullerton	170	838	42	654	33	75
Hayward	406	987	49	1,606	80	129
Humboldt	138	228	11	336	17	28
Long Beach	131	2,620	131	66	3	134
Los Angeles	217	1,926	96	699	35	131
Northridge	356	83	4	66	3	7
Pomona	238	820	41		0	41
Sacramento	615	1,006	50	528	26	76
San Bernardino	635	2,143	107		0	107
San Diego	200	914	46		0	46
San Francisco	616	5,359	268	30	2	270
San Jose	769	6,250	313		0	313
San Luis Obispo	276	1,084	54	90	5	59
Sonoma	297	517	26	18	1	27
Stanislaus	204	1,002	50	832	42	92
TOTALS	7,063	32,206	1,609	6,547	327	1,936

* The survey question was, "Which of the following care options for these children would be your first choice?" The response for school-age children was "Extended day and vacation program on campus."

† Hours per week reflects total hours of care children would use and appropriately includes adjustment for parents choosing on campus care for more than one school-age child.

†† FTS (Full Time Spaces) are reported as a means of conservatively converting total hours of care to facility capacity. For evening care, between 6 p.m. - 10 p.m., 20 hrs/wk was used to define full time school-age care.

APPENDIX R

CSU EMPLOYEE PARENTS CHOOSING INFANT CARE ON CAMPUS*

Conversion of Total Hours Per Week to Full Time Spaces

Infant Care (under 2 years old)

Campus	No. of Children	Hrs/Wk† 6 a.m.-6 p.m.	FTS††	Hrs/Wk† 6 p.m.-10 p.m.	FTS††
Bakersfield	32	705	14	22	1
Chico	69	1,520	30		
Dominguez Hills	27	216	4		
Fresno	86	2,408	48	256	13
Fullerton	26	754	15		
Hayward	5	200	4		
Humboldt	77	1,975	40	80	4
Long Beach	61	340	7	16	1
Los Angeles	47	1,510	30	185	9
Northridge	78	2,280	46	400	20
Pomona	19	491	10	24	1
Sacramento	74	1,782	36	120	6
San Bernardino	49	1,022	20		
San Diego	423	11,960	239		
San Francisco	171	4,156	83	156	8
San Jose	169	4,710	94		
San Luis Obispo	18	432	9	72	4
Sonoma	3				
Stanislaus	30	276	6	20	1
Chancellor's Office	21	1,052	21		
TOTAL	1,485	37,789	756	1,351	68

* The survey question was, "Which of the following care options for these children would be your first choice?" The response for infants was "A child care center/preschool on campus."

† Hours per week reflects total hours of care children would use and appropriately includes adjustment for parents choosing on campus care for more than one infant.

†† FTS (Full Time Spaces) are reported as a means of conservatively converting total hours of care into facility capacity. For infant care, 50 hrs/wk and 20 hrs/wk were used to define full time care between the hours of 6 a.m. - 6 p.m. and 6 p.m. - 10 p.m., respectively.

APPENDIX S

CSU EMPLOYEE PARENTS CHOOSING PRESCHOOL CARE ON CAMPUS*

Conversion of Total Hours Per Week to Full Time Spaces

Preschool Care (2-5 years old)

Campus	No. of Children	Hrs/Wk† 6a.m.-6p.m.	FTS††	Hrs/Wk† 6p.m.-10p.m.	FTS††
Bakersfield	83	2,182	44	47	2
Chico	189	6,791	136		
Dominguez Hills	66	714	14		
Fresno	120	2,591	52	366	18
Fullerton	72	2,574	51		
Hayward	54	1,196	24	6	0
Humboldt	176	3,728	75	280	14
Long Beach	177	3,317	66	36	2
Los Angeles	108	5,330	107	1,025	51
Northridge	100	2,225	44		
Pomona	85	990	20	90	5
Sacramento	55	1,250	25	10	1
San Bernardino	119	4,002	80	209	10
San Diego	5	100	2		
San Francisco	172	6,880	138	3,955	198
San Jose	156	5,080	102	760	38
San Luis Obispo	66	1,879	38		
Sonoma	4	185	4		
Stanislaus	99	2,069	41	426	21
Chancellor's Office	33	1,530	31	1,165	58
TOTAL	1,939	54,613	1,094	8,375	418

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* The survey question was, "Which of the following care options for these children would be your first choice?" The response for preschoolers was "A child care center/preschool on campus."

† Hours per week reflects total hours of care children would use and appropriately includes adjustment for parents choosing on campus care for more than one preschool child.

†† FTS (Full Time Spaces) are reported as a means of conservatively converting total hours of care into facility capacity. For preschool care, 50 hrs/wk and 20 hrs/wk were used to define full time care between the hours of 6 a.m. - 6 p.m. and 6 p.m. - 10 p.m., respectively.

APPENDIX T

CSU EMPLOYEE PARENTS CHOOSING DAYTIME SCHOOL-AGE CARE ON CAMPUS

Conversion of Total Hours Per Week to Full Time Spaces*

School-Age Care (6 - 11 year olds)
(6 a.m. - 6 p.m.)

	TOTAL	TOTAL	EXTENDED DAY CARE**			VACATION CARE***		
CAMPUS	HRS/WK	HRS/YR	HRS/YR	HRS/WK	FTS	HRS/YR	HRS/WK	FTS
BAKERSFIELD	27	1,404	665	18	1	739	46	1
CHICO	1,278	66,456	31,474	874	44	34,976	2,186	44
DOM. HILLS	108	5,616	2,660	74	4	2,956	185	4
FRESNO	1,562	81,224	38,468	1,069	53	42,748	2,672	53
FULLERTON	318	16,536	7,831	218	11	8,703	544	11
HAYWARD	354	18,408	8,718	242	12	9,688	606	12
HUMBOLDT	1,232	64,064	30,341	843	42	33,717	2,107	42
LONG BEACH	3,225	167,700	79,423	2,206	110	88,261	5,516	110
LOS ANGELES	4,794	249,288	118,063	3,280	164	131,200	8,200	164
NORTHRIDGE	372	19,344	9,161	254	13	10,181	636	13
POMONA	1,716	89,232	42,260	1,174	59	46,963	2,935	59
SACRAMENTO					0			0
SAN BERN.	3,779	196,508	93,066	2,585	129	103,422	6,464	129
SAN DIEGO	152	7,904	3,743	104	5	4,160	260	5
SAN FRAN.	1,580	82,160	38,911	1,081	54	43,241	2,703	54
SAN JOSE	5,890	306,280	145,054	4,029	201	161,195	10,075	201
SAN LUIS OB.	4,134	214,968	101,809	2,828	141	113,138	7,071	141
SONOMA					0			0
STANISLAUS	526	27,352	12,954	360	18	14,395	900	18
CHAN. OFFICE	400	20,800	9,851	274	14	10,947	684	14
TOTAL	31,420	1,633,840	773,787	21,494	1,075	859,890	53,743	1,075

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* Full Time Spaces (FTS) are reported as a means of convervatively converting total hours of care into facility capacity. Full time extended day care was defined as 20 hrs/week; vacation care was defined using 50 hrs/week.

** Extended Day Care is care provided to school-age children before and after the school day.

*** Vacation Care is care provided to school-age children during school vacation periods.

CSU EMPLOYEE PARENTS CHOOSING DAYTIME SCHOOL-AGE CARE ON CAMPUS

Conversion of Total Hours Per Week to Full Time Spaces*

School-Age Care (12 - 15 year olds)
(6 a.m. - 6 p.m.)

	TOTAL	TOTAL	EXTENDED DAY CARE**			VACATION CARE***		
CAMPUS	HRS/WK	HRS/YR	HRS/YR	HRS/WK	FTS	HRS/YR	HRS/WK	FTS
BAKERSFIELD	12	624	296	8	0	328	21	0
CHICO	497	25,844	12,240	340	17	13,602	850	17
DOM. HILLS					0			0
FRESNO	630	32,760	15,515	431	22	17,242	1,078	22
FULLERTON					0			0
HAYWARD					0			0
HUMBOLDT	116	6,032	2,857	79	4	3,175	198	4
LONG BEACH	52	2,704	1,281	36	2	1,423	89	2
LOS ANGELES					0			0
NORTHRIDGE	520	27,040	12,806	356	18	14,231	889	18
POMONA	12	624	296	8	0	328	21	0
SACRAMENTO	80				0			0
SAN BERN.	360	18,720	8,866	246	12	9,852	616	12
SAN DIEGO					0			0
SAN FRAN.					0			0
SAN JOSE	20	1,040	493	14	1	547	34	1
SAN LUIS OB.					0			0
SONOMA					0			0
STANISLAUS	45	2,340	1,108	31	2	1,232	77	2
CHAN. OFFICE	202	10,504	4,975	138	7	5,528	346	7
TOTAL	2,534	127,608	60,435	1,679	84	67,160	4,198	84

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* Full Time Spaces (FTS) are reported as a means of convervatively converting total hours of care into facility capacity. Full time extended day care was defined as 20 hrs/week; vacation care was defined using 50 hrs/week.

** Extended Day Care is care provided to school-age children before and after the school day.

*** Vacation Care is care provided to school-age children during school vacation periods.

APPENDIX U

CSU EMPLOYEE PARENTS CHOOSING EVENING SCHOOL-AGE CARE ON CAMPUS*

Conversion of Total Hours Per Week to Full Time Spaces

School-Age Care for 6-11 and 12-15 year olds
(6p.m. - 10p.m.)

Campus	No. of Children	6-11 year olds Hrs/Wk	FTS††	12-15 year olds Hrs/Wk	FTS††	TOTAL FTS
Bakersfield	21	18	1	69	3	4
Chico	162	94	5		0	5
Dominguez Hills	9		0		0	0
Fresno	52		0		0	0
Fullerton	42		0		0	0
Hayward	30		0		0	0
Humboldt	135	251	13	87	4	17
Long Beach	223	1,244	62	220	11	73
Los Angeles	199	1,275	64		0	64
Northridge	166	207	10	130	7	17
Pomona	88	180	9		0	9
Sacramento	20		0		0	0
San Bernardino	198	275	14	60	3	17
San Diego	11		0		0	0
San Francisco	79	395	20		0	20
San Jose	164	1,417	71		0	71
San Luis Obispo	254	2,496	125		0	125
Sonoma	2		0		0	0
Stanislaus	46	8	0		0	0
Chancellor's Office	20	500	25	254	13	38
TOTAL	1,921	8,360	419	820	41	460

* The survey question was, "Which of the following care options for these children would be your first choice?" The response for school-age children was "Extended day and vacation program on campus."

† Hours per week reflects total hours of care children would use and appropriately includes adjustment for parents choosing on campus care for more than one school-age child.

†† FTS (Full Time Spaces) are reported as a means of conservatively converting total hours of care to facility capacity. For evening care, between 6 p.m. - 10 p.m., 20 hrs/wk was used to define full time school-age care.

APPENDIX V

UNMET DEMAND FOR DAYTIME CHILD CARE ON CAMPUS

(6:00 a.m. - 6:00 p.m.)

CAMPUS	CURRENT CAPACITY*	CURRENT DEMAND **			UNMET† DEMAND
		STUDENT	EMPLOYEE	TOTAL	
Bakersfield					
Infant	-0-	116	14	130	130
Preschool	82	390	44	434	352
School-age††	-0-	165	1	166	166
Campus Totals	82	671	59	730	648
Chico					
Infant	-0-	103	30	133	133
Preschool	37	245	136	381	344
School-age	-0-	103	61	164	164
Campus Totals	37	451	227	678	641
Dominguez Hills					
Infant	-0-	111	4	115	115
Preschool	24	127	14	141	117
School-age	12	111	4	115	103
Campus Totals	36	349	22	371	335
Fresno					
Infant	10	196	48	244	234
Preschool	57	324	52	376	319
School-age	10	133	75	208	198
Campus Totals	77	653	175	828	751
Fullerton					
Infant	24	150	15	165	141
Preschool	56	607	51	658	602
School-age	-0-	22	11	33	33
Campus Totals	80	779	77	856	776
Hayward					
Infant	8	169	4	173	165
Preschool	36	101	24	125	89
School-age	3	162	12	174	171
Campus Totals	47	432	40	472	425
Humboldt					
Infant	20	157	40	197	177
Preschool	34	193	75	268	234
School-age	-0-	47	46	93	93
Campus Totals	54	397	161	558	504
Long Beach					
Infants	22	800	7	807	785
Preschool	114	483	66	549	435
School-age	-0-	5	112	117	117
Campus Totals	136	1288	185	1473	1337

CAMPUS	CURRENT CAPACITY*	CURRENT DEMAND **			UNMET† DEMAND
		STUDENT	EMPLOYEE	TOTAL	
Los Angeles					
Infant	-0-	149	30	179	179
Preschool	62	210	107	317	255
School-age	-0-	69	164	233	233
Campus Totals	62	428	301	729	667
Northridge					
Infant	-0-	355	46	401	401
Preschool	78	345	44	389	311
School-age	-0-	139	31	170	170
Campus Totals	78	839	121	960	882
Pomona					
Infant	-0-	421	10	431	431
Preschool	50	736	20	756	706
School-age	-0-	89	59	148	148
Campus Totals	50	1246	89	1335	1285
Sacramento					
Infants	38	170	36	206	168
Preschool	107	730	25	755	648
School-age	-0-	168	-0-	168	168
Campus Totals	145	1068	61	1129	984
San Bernardino					
Infant	-0-	83	20	103	103
Preschool	26	106	80	186	160
School-age	14	135	141276	262	
Campus Totals	40	324	241	565	525
San Diego					
Infants	25	108	239	347	322
Preschool	60	863	2	865	805
School-age	-0-	44	5	49	49
Campus Totals	85	1015	246	1261	1176
San Francisco					
Infants	20	211	83	294	274
Preschool	24	297	138	435	411
School-age	-0-	679	54	733	733
Campus Totals	44	1187	275	1462	1418
San Jose					
Infants	10	519	9	528	518
Preschool	44	510	102	612	568
School-age	-0-	490	202692	692	
Campus Totals	54	1519	313	1832	1778
San Luis Obispo					
Infants	12	143	94	237	225
Preschool	24	251	38	289	265
School-age	-0-	348	141489	489	
Campus Totals	36	742	273	1015	979

CAMPUS	CURRENT CAPACITY*	CURRENT DEMAND **			UNMET† DEMAND
		STUDENT	EMPLOYEE	TOTAL	
Sonoma					
Infant	-0-	93	-0-	93	93
Preschool	50	398	4	402	352
School-age	-0-	86	-0-	86	86
Campus Totals	50	577	4	581	531
Stanislaus					
Infant	-0-	76	6	82	82
Preschool	-0-	136	41	177	177
School-age	-0-	74	20	94	94
Campus Totals	-0-	286	67	353	353
Chancellor's Office					
Infant	-0-	-0-	21	21	21
Preschool	-0-	-0-	31	31	31
School-age	-0-	-0-	21	21	21
Campus Totals	-0-	-0-	73	73	73
SUB-TOTALS:					
INFANTS	189	4,130	756	4,886	4,697
PRESCHOOL	965	7,052	1,094	8,146	7,181
SCHOOL-AGE	39	3,069	1,160	4,229	4,190
GRAND TOTAL	1,193	14,251	3,010	17,261	16,068

TOTAL CURRENT CAPACITY	1,193
TOTAL CURRENT DEMAND	17,261
PERCENT ACCOMMODATED (Current Capacity / Current Demand)	6.91%

* Current Capacity equals the licensed capacity of campus children's center(s).

** Current Demand equals the number of FTS (Full Time Spaces) calculated from the number of children in each age group whose parents selected care on campus as their first choice.

† Unmet Demand is reported as FTS, and is the difference between Current Capacity and Current Demand.

†† School-age figures include the totals for both 6-11 year olds and 12-15 year olds.

APPENDIX W

UNMET DEMAND FOR EVENING CHILD CARE ON CAMPUS

(6:00 p.m. - 10:00 p.m.)

	CURRENT	CURRENT DEMAND **			UNMET†
CAMPUS	CAPACITY*	STUDENT	EMPLOYEE	TOTAL	DEMAND
Bakersfield					
Infant	-0-	12	1	13	13
Preschool	82	159	2	161	79
School-age††	-0-	120	4	124	124
Campus Totals	82	291	7	298	216
Chico					
Infant	-0-	6	-0-	6	6
Preschool	37	64	-0-	64	27
School-age	-0-	32	5	37	37
Campus Totals	37	102	5	107	70
Dominguez Hills					
Infant	-0-	126	-0-	126	126
Preschool	24	100	-0-	100	76
School-age	12	157	-0-	157	145
Campus Totals	36	383	-0-	383	347
Fresno					
Infant	10	37	13	50	40
Preschool	57	225	18	243	186
School-age	10	92	-0-	92	82
Campus Totals	77	354	31	385	308
Fullerton					
Infant	24	127	-0-	127	103
Preschool	56	61	-0-	61	5
School-age	-0-	75	-0-	75	75
Campus Totals	80	263	-0-	263	183
Hayward					
Infant	8	29	-0-	29	21
Preschool	36	3	-0-	3	(33)
School-age	3	129	-0-	129	126
Campus Totals	47	161	-0-	161	114
Humboldt					
Infant	20	47	4	51	31
Preschool	34	173	14	187	153
School-age	-0-	28	17	45	45
Campus Totals	54	248	35	283	229
Long Beach					
Infants	22	20	1	21	(1)
Preschool	114	211	2	213	99
School-age	-0-	134	73	207	207
Campus Totals	136	365	76	441	305

CAMPUS	CURRENT CAPACITY*	CURRENT DEMAND **			UNMET† DEMAND
		STUDENT	EMPLOYEE	TOTAL	
Los Angeles					
Infant	-0-	108	9	117	117
Preschool	62	160	51	211	149
School-age	-0-	131	64	195	195
Campus Totals	62	399	124	523	461
Northridge					
Infant	-0-	23	20	43	43
Preschool	78	18	-0-	18	(60)
School-age	-0-	7	17	24	24
Campus Totals	78	48	37	85	7
Pomona					
Infant	-0-	317	1	318	318
Preschool	50	525	5	530	480
School-age	-0-	41	9	50	50
Campus Totals	50	883	15	898	848
Sacramento					
Infants	38	78	6	84	46
Preschool	107	156	1	157	50
School-age	-0-	76	-0-	76	76
Campus Totals	145	310	7	317	172
San Bernardino					
Infant	-0-	117	-0-	117	117
Preschool	26	109	10	119	93
School-age	14	107	17	124	110
Campus Totals	40	333	27	237	152
San Diego					
Infants	25	15	-0-	15	(10)
Preschool	60	176	-0-	176	116
School-age	-0-	46	-0-	46	46
Campus Totals	85	237	0	360	320
San Francisco					
Infants	20	196	8	204	184
Preschool	24	233	198	431	407
School-age	-0-	270	20	290	290
Campus Totals	44	699	226	925	881
San Jose					
Infants	10	39	-0-	39	29
Preschool	44	99	38	137	93
School-age	-0-	313	71	384	384
Campus Totals	54	451	109	560	506
San Luis Obispo					
Infants	12	30	4	34	22
Preschool	24	28	-0-	28	4
School-age	-0-	59	125	184	184
Campus Totals	36	117	129	246	210

	CURRENT	CURRENT DEMAND **			UNMET†
CAMPUS	CAPACITY*	STUDENT	EMPLOYEE	TOTAL	DEMAND
Sonoma					
Infant	-0-	30	-0-	30	30
Preschool	50	82	-0-	82	32
School-age	-0-	27	-0-	27	27
Campus Totals	50	139	-0-	139	89
Stanislaus					
Infant	-0-	34	1	35	35
Preschool	-0-	45	21	66	66
School-age	-0-	92	-0-	92	92
Campus Totals	-0-	171	22	193	193
Chancellor's Office					
Infant	-0-	-0-	-0-	-0-	-0-
Preschool	-0-	-0-	58	58	58
School-age	-0-	-0-	38	38	38
Campus Totals	-0-	-0-	96	96	96
SUB-TOTALS:					
INFANTS	189	1,391	68	1,459	1,270
PRESCHOOL	965	2,627	418	3,045	2,080
SCHOOL-AGE	39	1,936	460	2,396	2,357
GRAND TOTAL	1,193	5,954	946	6,900	5,707

TOTAL CURRENT CAPACITY	1,193
TOTAL CURRENT DEMAND	6,900
PERCENT ACCOMMODATED (Current Capacity / Current Demand)	17.29%

* Current Capacity equals the licensed capacity of campus children's center(s).

** Current Demand equals the number of FTS (Full Time Spaces) calculated from the number of children in each age group whose parents selected care on campus as their first choice.

† Unmet Demand is reported as FTS, and is the difference between Current Capacity and Current Demand.

†† School-age figures include the totals for both 6-11 year olds and 12-15 year olds.

APPENDIX X

SUMMARY OF FACILITY PLANNING INFORMATION

(from Physical Planning and Development and other campus sources)

Bakersfield	Campus has expansion space to south and west of existing facility Campus has ample undeveloped space available Funding, not space, is issue limiting expansion
Chico	Remodel/expansion is planned for current facility New facility (in long range plan) to be built when existing removed Want to build stand alone facility (for independent operation)
Dominguez Hills	Currently have temporary facility in temporary location Existing facility cannot be expanded (old and deteriorating beyond repair) Permanent facility to be built per master plan (6,400 gross sq ft) as part of complex including housing; space is available Location on campus perimeter important (access and parking) Funding for facility is the difficulty, not space
Fresno	No future space identified University not authorized to identify space in absence of funding Difficult enough to get instructional buildings built when needed Existing center too old for remodeling; intend to build permanent facility One-dimensional use for facility is not realistic or cost-effective Goal is to develop facility as part of bigger building, with street access Want to develop center as part of major capital building projects coming on in 2 or 3 years Space could be found, although campus has limited academic space Space is not as great an issue as is funding Parking is an additional issue
Fullerton	No existing or expansion child care shown on master plan Current facility is temporary and 30 years old No expansion possible in current location (surrounded by other services) By razing current facilities and moving other services to new location, could build new (expanded) center in same location Ample space available (10,000 sq ft or more)
Hayward	Existing facility is off campus in church (leased) Existing facility is likely to have space for expansion Child Care Task Force identified 3 possible sites for new facility 2 yrs ago The problem with child care facilities is funding

Humboldt	Do not have future planned area for additional child care There is space adjacent to existing center; could be used for expansion Center director had developed proposal for expansion to next building; would displace some services and require renovation. Conditional to funding and locating replacement space for displaced services Preference would be to demolish existing and build new facility; would maximize available space (theoretically, 1/3 of city block) Very limited vacant space on campus
Long Beach	Children's center (preschool facility) recently expanded Space exists (unbuilt) for second center, which will probably house infant/toddler program Current infant/toddler center is off campus in church (leased)
Los Angeles	Current capacity is 66 children in center built in approximately 1984 Current facility is donated Planned expansions should bring capacity to 154 children Provided facility construction cost information
Northridge	Area where both Academic Preschool Program and Children's Center located is master planned for parking Committed to providing permanent facilities, but no defined area Will ultimately have a third program: a child care facility in a large public/private development for University Park employees Could use empty LAUSD school (Prairie St.) but some difficulties exist No other spots on campus identified; any site would need perimeter access
Pomona	No designation for child care center on master plan Expansion limited at current location (permanent parking next door) Conceivable that space could be available for additional facilities Demonstrating severe need for child care on campus is biggest obstacle Following determination, could then look for space on campus
Sacramento	New facility (occupied January 1988) tripled capacity of former facility No expansion space surrounding new center Have not looked beyond their new facility for any future space Could develop additional site, although campus does not have ample space available
San Bernardino	Blueprint of child care facility not available; campus map available Expansion space available Expansion is not planned in the immediate future
San Diego	Current center is in trailer, but in poor condition Recent construction included addition of sunroom Could expand capacity slightly by tearing down child care trailer to build new facility Very little space on campus; parking at premium Child care also operates in child development facility

San Francisco	Current facility is temporary, with capacity of 44 children Planned permanent facility will expand capacity to 100 children or more Trustees being asked to approve Master Plan (3/8/88) Critical space shortage on campus Impossible to locate any additional space (beyond project planned)
San Jose	No space available on campus; critical space shortage exists Current center is in church (year-to-year lease) Not feasible to expand within church; contraction of space occurring Long term lease options may be possible in new locations off campus Site acquisition would resolve permanently
San Luis Obispo	Current site is temporary and will be relocated Facility is old, temporary, and of marginal physical quality Not worth remodeling; intend to build new facility with expanded capacity Ample space available for new expanded facility
Sonoma	What is built (current facility) is all that has been planned No new site has been considered; expansion would be at existing site Architect and Engineer Fees would be needed for any expansion, even of play yard or to include modular units Only competition for space (auxiliary services) is with residence halls, but seems enough total space is available
Stanislaus	Current facility is child development center (used as a child study facility, not child care facility) In the past, considered putting child care in student union; not advisable to put in center of campus (for access, parking, and traffic flow) Have ample space to build new facility Space is less of an issue than funding

APPENDIX Y

SUMMARY OF MASTER PLANNING INFORMATION
(from a review of campus master plans)

Current child care facility is specifically shown on Master Plan:

Bakersfield	Temporary building for interim use is identified as child care
Long Beach	Isabel Patterson Child Development Center is identified
Los Angeles	Anna Bing Arnold Child Care Center is identified
Pomona	Child Care Center is identified as existing faciity
San Bernardino	Child Care Center is identified as existing facility
San Diego	Children's Center is identified as existing facility (Additional child care center is identified as existing facility on legend, but does not appear on plan)
Sonoma	Child Care Center is identified as existing facility

Proposed child care facility is specifically shown on Master Plan:

Long Beach	Proposed child care facility (additional facility) is shown on plan, but is not identified on legend
Los Angeles	Proposed Child Development Addition (facility expansion) is shown on both plan and legend
Sacramento	Child Care Center is shown on both plan and legend as proposed facility, project funded for construction but not completed*
San Luis Obispo	Child Care Center is shown on both plan and legend as proposed (future) facility

As part of a larger building, child care is not specifically identified on Master Plan:

Chico	Child care is located in "Aymer Jay Hamilton Building", which appears on plan
Dominguez Hills	Child care is located in "Student Facilities", which appear on plan
Fullerton	Child care is located in Corporation Yard, which appears on plan

No indication of child care facility appears on Master Plan, although facility is known to exist:

Fresno	Child care is not specifically identified
Hayward	Child care is not specifically identified (location of facility appears on plan, but is not identified on legend)
Humboldt	Child care is not specifically identified (location of existing temporary facilities appear on plan, but are not identified on legend)
Northridge	Child care is not specifically identified
San Francisco	Child care is not specifically identified
San Jose	Child care is not specifically identified

No indication of child care facility appears on Master Plan:

Stanislaus	Child care is not specifically identified**

* Most recent plan revision dated July 1987; since then, new facility occupied (Jan. 1988)
** Campus currently has no children's center

APPENDIX Z

SPECIFICATIONS FOR CHILD CARE CENTER SPACE

The following information provides specifications for future new space for additional child care centers for students and employees of CSU. These new facilities can be created through new construction, renovation, leased or rented space, or the use of relocatable buildings on available land. Essential characteristics of the space are also given.

For additional detail, refer to Appendix AA, which lists the relevant code sections regulating construction of child care facilities.

Building Classification: Child care facilities are classified as group E-3 occupancy, which is described as any building used for day care purposes for more than six children.

Construction: Based on requirements for fire resistance, the following specifications are applied to the construction of child care facilities:

Type	Rating	Area
I	Fire Resistive	Unlimited
II	Fire Resistive	45,200
II	One-Hour	20,200
II	Non-Rated	13,500
II	One-Hour	13,200
IV	Heavy Timber	20,200
V	One-Hour	15, 700
V	Non-Rated	9,100

Area represents basic allowable area for buildings one-story in height (in square feet). Areas may be increased if physical separation exists between this building and other structures on two or more sides or if the building is equipped with an approved automatic sprinkler system.

Separation: Additional consideration must be given to the required separation in buildings of mixed occupancy. In general, day care centers are required to be separated from other uses by either non-rated or one-hour rated construction. In rare cases where centers exist adjacent to hazardous uses, separation by means of four-hour rated construction would be required.

Location on the Property: In compliance with Chapter 2-8 of the State Building Code (Title 24), all child care facilities must be located on the ground floor of the building in which they occur, unless an exception has been granted by the State Fire Marshal. The requirement that child care centers be located on the ground floor is for ease in evacuating children in the event of an emergency. Exceptions to this requirement are rare, and are generally limited to children over two years of age and to certain areas of the city or buildings with certain types of construction.

Proximity: The center should be situated as close to the campus as possible, to improve convenience for parent users. On campus locations are most desirable, locations within a half mile radius are second most desirable, and locations within a two mile radius are the least desirable, but are still workable.

Space Requirements: State licensing requires that a *minimum* of 35 square feet of *useable* indoor activity space per child be provided. Additional space is needed, as the licensing requirement is exclusive of storage, laundry, eating, napping and circulation areas, and the space occupied by large furnishings. To account for such auxiliary and staff space, a total of 80 square feet of indoor space per child should be planned. In addition, the licensing regulations require 75 square feet of outdoor space per child.

The following table shows the space requirements for centers of various sizes. These center capacities promote efficiency and necessary economies of scale without compromising program quality:

Center capacity	Indoor sq. ft.	Outdoor sq. ft.
60 children	4,800	4,500
90 children	7,200	6,750
120 children	9,600	9,000
150 children	12,000	11,250
180 children	14,400	13,500
210 children	16,800	15,750
240 children	19,200	18,000

It is possible to have more than one center site, so that the total number of children would not be served in a single location. Certain campuses already have children (usually divided according to age groups) at a combination of sites, sometimes using both on- and off-campus locations.

Circulation and Utility Space:

Storage space: Provision should be made for the following types of storage: personal belongings of each child; safe storage for play materials (indoor and outdoor types); napping equipment; and separate, lockable storage for cleaning and hazardous materials. This necessitates storage space within the classrooms, as well as large walk-in storage facilities adjacent to the staff area and also adjacent to the play yard.

Laundry Area: If infant care is provided, a washer and dryer adjacent to the infant area is needed, unless arrangements are made with an on campus laundry department for this daily laundry, in addition to other weekly laundry from the center.

Kitchen Area: An area for the preparation of snacks is necessary, including a refrigerator, sink, and preferably a stove. If hot lunches are prepared at the site, a larger kitchen facility is also needed. If it is possible to contract with on-campus food service for lunches, a larger kitchen is not needed; the snack preparation area will suffice.

Director's Office and Staff Lounge: The office requires a desk and private conference area. The lounge should be a comfortable space for teachers to take breaks, with adequate work space provided to allow them to prepare daily teaching materials.

Sick Bay (optional): Additional square footage is required if a sick care program is provided in conjunction with the child care center (If offered, the sick bay may also be located at a health center site instead). For a sick bay, 600 square feet of indoor space and 200 square feet of adjacent outdoor space is necessary for a sick bay serving 10 children adjacent to the center. This area must have separate bathroom facilities.

Room Breakout: Classrooms are generally divided for groups of children as shown below; they can be twice this size to hold two groups of children with room dividers. Each classroom requires the necessary square footage per child for activity space. Thus, while a total of 80 square feet per child is recommended for facility planning purposes, a figure of 50 square feet per child is reasonable for planning classroom or activity space. However, infant regulations require a *minimum* of 50 square feet of *useable* space; thus, 70 square feet per infant is a more realistic planning figure.

The breakout below gives a general guideline about room divisions. They are made by the age of child and sensitive to group size, which is based on recommended teacher-child ratios. In programs with a more open structure, staff may prefer rooms which can accommodate two or more groups of children simultaneously.

Age Groupings of Children	No. of Children in a group	Square Feet per Classroom
Children under one year old	9	630
Children between 1-2 years old	8	400
Children 2 years old	12	600
Children 3 years old	15	750
Children 4 years old	15	750
Children 5-12 (extended day care)	28	1,400

Building Specifications:

Windows: It is desirable to have classroom window area that is one-eighth of the floor space. The natural lighting is desirable and supervision is made easier. Windows should be placed to permit supervision of areas outside the classroom, such as corridors and the outside play areas, and should be low enough to the ground to be used by even the youngest children.

Temperature: A comfortable temperature for children should be maintained at all times. The facility must be adequately heated, ventilated, and cooled so that the temperature remains between 68 degrees F and 85 degrees F. In areas of extreme heat, the maximum shall be twenty degrees less than the outside temperature.

Plumbing: One sink and one toilet are required for every 15 children or fraction thereof, plus an extra sink and toilet for staff (to be shared by children who become ill during the day). These bathrooms must be close to the activity areas, and preferably are spread through many different classrooms, rather than in a single location.

Solid Waste: Solid waste shall be stored, located and disposed of in a manner that will not transmit communicable diseases or odors, create a nuisance or provide a breeding place or food source for insects or rodents.

Guards and Covers: All steam, hot water pipes, radiators or any other built element that might cause cuts, burns or electrical shocks must be permanently screened or covered. Unused electrical outlets within the reach of children should also be covered. Ideally, these outlets which might provide the temptation for play should be located out of reach. In addition, stairs and windows which are accessible to children must have guards across them.

Exits/Egress: Each room occupied by seven or more people must have two separate and independent means of egress, located as far away from each other as possible (minimum 1/2 the diagonal of the room) , and leading directly to an approved exit passageway. Rooms may have one exit through an adjoining room which provides a direct, unobstructed means of travel to an exit corridor. Exit doors should be a minimum of 3 feet wide and 6 feet 8 inches high. Exit corridors must be a minimum of 44 inches in width, while exit stairways may be 36 inches wide (if serving 49 people or less). The rise of a stairway should be between 4 and 7 1/2 inches per step, and the run (horizontal distance) shall be not less than 10 inches. Stairways require handrails on each side, placed between 30 and 34 inches above the nosing of the stair tread. Exit signs shall be installed at required doorways and where otherwise necessary (usually at the discretion of the Fire Marshal) to clearly indicate the direction of travel when the exit serves an occupant load of 50 or more.

Fire Alarm Systems: Child care centers require the provision of a dependable method of sounding an alarm of fire. Alarm-sounding devices shall have a distinctive tone, shall not be used for other purposes, and shall be audible throughout the facility. When deemed necessary by the Fire Marshal, identification or annunciation of the location where the fire alarm signal has been initiated shall be provided at the main office or a centralized location. Smoke detectors shall be hardwired and located in accordance with direction of the Fire Marshal.

Handicapped Accessibility: Special attention should be given to the provision of access of the handicapped by means of a ramp, elevator, or wheelchair lift. All primary use areas within the center must be accessible, as well as a toilet which may be designated for their use, and a water fountain and telephone (if provided for the public).

Existing Occupancies: Existing buildings housing these occupancies established prior to the effective date of current state regulations may have their use continued if they conform or are made to conform to the general provisions of the regulations to the extent that life safety against the hazards of fire, panic and explosion is provided. Additional means of egress, and the installation of automatic sprinkler systems, area separations, automatic fire alarm systems, or other life safety measures, may be required to provide life safety from fire. Reasonable judgement in the application of the requirement should be exercised by the enforcing agency.

Outside area: Areas of sun and shade are required. The outside area should also contain sizeable areas of grass, sand, and cement (for riding wheel toys); the variety of play surfaces is recommended for both educational and aesthetic reasons. Large muscle climbing equipment (usually placed in sand) must also provided.

The outdoor play area must be easily and safely accessible from the classrooms. An area which is immediately adjacent and can be supervised from the classrooms (when necessary) is most desirable.

Occasionally, the outdoor space requirement of 75 square feet for every child in the center can be modified in situations where space is limited (such as in downtown urban areas). In these cases, the licensing agency will sometimes grant a waiver for a portion of the space, allowing several groups of children to share outdoor space by staggering playground use schedules.

Infant play yard: Children under two years old must also have the same amount of outdoor space (75 square feet per child), and it must be separate from outdoor space for older children.

Fencing: Perimeter fencing of at least four feet in height is required for outdoor play areas, although many programs prefer fencing six or eight feet in height for safety reasons.

Water Elements: All licensees serving children under six years of age or serving children who have physical handicaps, mental disorders or developmental disorders need to insure the inaccessibility of swimming pools, wading pools, fish ponds or similar bodies of water through fencing, covering or other means when these elements are not in use.

Drop Off and Pick Up Space: Parents need a safe area for temporary parking while they drop off or pick up their child at the center. For a center of 90 children, at least 12 drop off spaces would be desirable. Additionally, staff will need parking spaces if no common lot is available nearby. In a center which takes both infants and preschool-age children, at least 1 staff parking space is advisable for every six children in the center. Slightly fewer are needed if only preschool- age children are accepted (a higher teacher-child ratio is needed for infants than for preschoolers, thus requiring a greater number of parking spaces).

Development Costs: Figures for the total cost of developing child care centers are based on information gathered from the three campuses which had most recently built facilities designed specifically for child care. This analysis yielded an estimated cost of $90 - $120 per square foot for new construction, which could be reasonably applied throughout the CSU system. Refer to Appendix BB, "Cost of Child Care Facility Development".

Renovation costs were defined as 70% of the cost of new construction; in the event renovation costs would exceed that figure, new construction would be warranted.

The following table shows the range of total project costs for facility development, which includes landscaping and major fixtures, but does not include land acquisition and grading:

Center capacity	Construction	Renovation
60 children	$432,000 - 576,000	$302,400 - 403,200
90 children	$648,000 - 864,000	$453,000 - 604,800
120 children	$864,000 - 1,152,000	$604,800 - 806,400
150 children	$1,080,000 - 1,440,000	$756,000 - 1,008,000
180 children	$1,296,000 - 1,728,000	$907,200 - 1,209,000
210 children	$1,512,000 - 2,016,000	$1,058,400 - 1,411,200
240 children	$1,728,000 - 2,304,000	$1,209,600 - 1,612,800

APPENDIX AA

REGULATIONS GOVERNING CONSTRUCTION OF CHILD CARE FACILITIES

CODE: "CALIFORNIA CODE OF REGULATIONS"
(formerly California Administrative Code)

Title	Description	Section	Topic
19	Public Safety	Chapter 1	State Fire Marshal
		Subchapter 1	General Fire and Panic Safety Standards
		Subchapter 1.5	Construction Materials and Equipment Testing
		Subchapter 2	Tents, Awnings and other Fabric Enclosures
		Subchapter 3	Fire Extinguishers
		Subchapter 4	Fire Alarm Systems and Devices
		Subchapter 5	Automatic Fire Extinguishing Devices
		Subchapter 7	Flammable Fabrics Standards
22	Social Security	Division 12	Child Care Facility Licensing Regulations
		Chapter 1	Child Day Care General Licensing Regulations
		Article 7	Physical Evvironment
		Chapter 2	Day Care Centers
		Subchapter 1	Basic Requirements
		Article 7	Physical Environment
		Subchapter 2	Infant Care Centers
		Article 7	Physical Environment
24	State Building Standards	Part 2	State Building Code - SBC (references Uniform Building Code - UBC)
		Chapter 2-1	Title, Scope and General
		Chapter 2-4	Definitions and Abbreviations

Chapter 2-5	Classififcation of All Buildings By Use Or Occupancy and General Requirements for All Occupancies
Chapter 2-8	Requirements for Group E Occupancies
Chapter 2-17	Classification of All Buildings By Types of Construction and General Requirements
Chapter 2-18	Type I Fire-Resistive Buildings
Chapter 2-19	Type II Buildings
Chapter 2-20	Type III Buildings
Chapter 2-21	Type IV Buildings
Chapter 2-22	Type V Buildings
Chapter 2-23	General Design Requirements
Chapter 2-24	Masonry
Chapter 2-25	Wood
Chapter 2-26	Concrete
Chapter 2-27	Concrete
Chapter 2-32	Roof Construction and Covering
Chapter 2-33	Exits
Chapter 2-34	Skylights
Chapter 2-38	Fire Extinguishing Systems
Chapter 2-42	Interior Wall and Ceiling Finish
Chapter 2-43	Fire-Resistive Standards
Chapter 2-44	Protection of Pedestrians During Construction or Demolition
Chapter 2-45	Permanent Occupancy of Public Property
Chapter 2-47	Installation of Wall and Ceiling Coverings
Chapter 2-50	Prefabricated Construction
Chapter 2-53	Energy Conservation in New Building Construction

			Chapter 2-54	Glass and Glazing
			Chapter 2-55	Tents and Membrane Structures
			Chapter 2-60	Uniform Building Code Standards
			Chapter 2-71	Site Development Requirements for Handicapped Accessibility
24	State Building Standards	Part 3		State Electric Code - SEC (references National Electric Code - NEC)
24	State Building Standards	Part 4		State Mechanical Code - SMC (references Uniform Mechanical Code -UPC)
24	State Building Standards	Part 5		State Plumbing Code - SPC (references Uniform Plumbing Code - UPC)
24	State Building Standards	Part 12		State Reference Standards Code - SRSC (references Uniform Building Code Standards - UBC STDS)

Notes:

(1) The inclusion of regulations in this summary is not intended to be exclusive. Specialized construction may require compliance with additional codes or standards. This document should satisfy the general requirements of most construction situations.

(2) With respect to planning and zoning issues, the location of child care facilities within any campus must comply with the information and restrictions contained on the Master Plan of the specific campus involved. In addition, a "good neighbor" policy exists when CSU property or facilities abut other land such as city or county property. As a courtesy to other agencies which have jurisdiction over these areas, proposed projects are reviewed and coordinated with these entities.

(3) The California Code of Regulations, which governs construction of any facilities on state-owned property, takes precedence over any local building or fire code, provided that the required construction permits are issued by the state.

(4) In connection with the renovation of any existing building to accomodate a child care facility, compliance with the CSU system-wide program on asbestos abatement must be given special attention.

APPENDIX BB

COST OF CHILD CARE FACILITY DEVELOPMENT

These figures were provided by the following campuses, which had the most recently built facilities designed specifically as child care centers in the CSU system. All costs shown are exclusive of land acquisition and grading costs.

Campus Cost Information

Campus Year Built	Facility Capacity	Sq Ft[a] per Child	Building Costs		Project Costs[b]	
			Total	per Sq Ft	Total	per Sq Ft
Los Angeles 1983-84	66	81.97	$415,485	$76.80	$597,655	$110.47
Sacramento 1987-88	145	76.23	n/a	n/a	$1,182,000[c]	$106.93
Sonoma 1977-78	50	58.48	$109,400	$37.41	$ 128,500	$ 37.41

Systemwide Cost Estimates[d]

Cost of new construction	range of $90 - $120 per square foot
Cost of renovation[e]	range of $63 - $ 84 per square foot

Notes:

a. Square footage per child is calculated on total gross square footage.

b. Total Project Costs include landscaping and major fixtures.

c. This total includes $125,000 for Group II Equipment.

d. These estimated costs represent Total Project Costs. CSU Physical Planning and Development recommended generating cost estimates on this basis, and generalizing them to the system as a whole. Costs shown are for a one-story facility, and actual costs would depend on size, materials, and location.

e. CSU Physical Planning and Development reported that new construction is recommended when renovation costs would exceed 70% of the cost of new construction and thus suggested that 70% of the new construction cost be defined as the renovation cost.

APPENDIX CC

SURVEY OF CSU CHILD CARE CENTERS (INSURANCE/LIABILITY ISSUES)

EVALUATION AND TRAINING INSTITUTE
An inter-disciplinary center for research, training, evaluation and policy studies

March 3, 1988

To: Directors of CSU Campus Child Care Centers

From: Sally M. Bolus
Project Manager
Study of Child Care Needs and Services within the CSU

Enclosed is a brief questionnaire on insurance coverage for your child care center. Please complete and return the survey in the envelope provided by March 15.

You may not have access to the information required to answer all of the questions. If so, please send the questionnaire to the person at your campus who would be able to provide the information required.

Please contact Michael Rubin or me at the telephone number below if you have any questions or concerns regarding the survey. This will be the last survey instrument you will receive for the Child Care Study! We appreciate your cooperation and assistance in completing this important project.

12401 Wilshire Boulevard, Suite 304 • Los Angeles, California 90025 • (213) 820-8521

SURVEY OF CSU CHILD CARE CENTERS
INSURANCE/LIABILITY ISSUES

1. What insurance carrier and agent or broker provides liability coverage for your child care facility?

2. What are the liability limits for bodily injury and property damage on your center's policy ?

3. Does you liability policy include a personal injury endorsement covering such perils as sexual harassment?

4. Is your liability policy written on an occurrence or claims made basis?

5. What is the liability premium charged for your center? If the premium is unknown or undetermined, then what is the rate or rate class of liability coverage for your center?

6. Is there a recent insurance summary of your center's present location? If yes, please provide a copy of the summary. If not, please provide a copy of current liability and property policies for the center. (NOTE: Only copies of summaries or policies in which the child care center is identified are requested.)

7. What is the cost of worker's compensation insurance per $100 of payroll for center employees? Is there a minimum premium deposit required? If so, what is the amount? If the policy is experienced rated or written with a modification factor, please advise as to these details.

8. What is the cost of fire and hazard insurance on building and contents for your center? Who pays for this insurance?

9. Has the center's facility(ies) been inspected by the company providing the liability or property coverage? If so, please attach a copy of their reports or recommendations, if available.

10. THIS QUESTION APPLIES ONLY IF YOUR CENTER'S FACILITIES ARE NOT OWNED BY THE CSU OR THE AUXILIARY ORGANIZATION WHICH OPERATES YOUR CENTER. Is the California State University or your auxiliary organization named as an additional insured on existing liability or property coverage?

11. Are medical treatment authorization forms obtained from parents?

12. Please describe the cause and extent of injury giving rise to any liability claims paid since July 1, 1985, and the amount of payment. (Attach additional sheets if necessary)

College: ____

Name of person completing the survey: ______________________________

Title: ______________________________

Telephone number: ______________________________

APPENDIX DD

RESULT OF SURVEY OF CHILD CARE CENTERS INSURANCE ISSUES

EVALUATION & TRAINING INSTITUTE

RESULT OF SURVEY OF CHILD CARE CENTERS INSURANCE ISSUES

TENTATIVE & PRELIMINARY
SUBJECT TO CHANGE

LOCATION	(A) LICENSE/ ENROLLED	(B) SITE OWNERSHIP #2)	(1) COMPANY/BROKER	(2) LIMITS	(3) P.I. ENDORSEMENT	(4) OCCURRENCE OR CLAIMS MADE BASIS?	(5) PREMIUM	(6) SUMMARY OR POLICY COPY	(7) WORKER'S COMP PER $100 OF PAYROLL	(8) COST OF FIRE AND HAZARD INSURANCE	(9) FACILITY INSPECTED	(10) ADDITIONAL INSURED ON EXISTING COVERAGE?	(11) AUTHOR. FORMS OBTAINED	(12) PRIOR CLAIMS	(13) LIAB RATE PER $100,000 FOR EACH LIC. STUDENT
CSU Bakersfield	82/106	1. CSUB	United Pacific/Reliance Walter Mortensen & Assoc.	$1,000,000 CSL $5,000,000 UMB	YES	OCCURRENCE	$2,505	ON FILE, NOT RELEASED	$1.82	$229	YES	N/R	YES	NONE	$0.51
CSU Chico	37/46	1. State of Calif.	St. Paul Lindo, Hanna & Abbott	$1,000,000 CSL $2,000,000 UMB	YES ABUSE $50,000 EACH $250,000 TOTAL	OCCURRENCE	$7,526	N/A	$2.02	$200 INCLUDED IN (5)	YES ATTACHED	YES	YES	N/R	$2.28
CSU Dominguez Hills	36/54	1. CSDH, Assoc. Students	Unknown Jardine Emett & Chandler	$1,000,000 EAOCC	NO	OCCURRENCE	$8,657	YES (2)	$1.72	INCLUDED IN (5) PD BY ASSOC. STUDNTS	NO	N/A	YES	NONE?	$24.05
CSU Fresno	77/100	1. Private-Univ. Relig. Centr 2. CSU Fresno 3. CSU Fresno	National Union Fire James G. Parker	$300,000 AGG	YES ABUSE EXCLUDED	CLAIMS	$5,315	N/R	CLERICAL $0.74 COLLEGE $2.02	$64 PD BY ASSOC. STUDNTS SITE 1 - PD BY RELIG CNTR	NO	YES	YES	NONE	$23.00
CSU Fullerton	82/166	1. State of Calif.	Scottsdale Alexander & Alexander	$1,000,000 CSL $1,000,000 UMB	YES ABUSE EXCLUDED	OCCURRENCE	BASE $7,026 SECONDARY $1,940 UMB $6,019	NO (2)	N/A (CHARGED FOR ACTUAL CLAIM MADE)	INCLUDED IN UNIV. POLICY COST UNKNOWN	YES	N/A	YES (MEDICAL POLICY LIMIT OF $10,000)	NONE	$9.14
CSU Hayward (Children's Center)	47/89	1. Westminister Presbtn Church	Cigna McDermott-Costa	$500,000 OCC $500,000 AGG REG. $2,000,000 UMB	NO	OCCURRENCE	BASE POLICY $2,765 ADD UMB $1,700	NO	$2.02	INCLUDED IN (5) PD BY CENTER	YES ATTACHED	YES	YES	NONE	$3.17
CSU Hayward (State Program)			Aetna Uren, Harrison, Kennedy	$1,000,000	NO	OCCURRENCE	$2,700	N/A	$3.20	$200 PD BY CENTER	NO	N/R	YES	YES, MINOR FALL $120	(1)
CSU Hayward (Child Care Center)		1. Church	Nautilus Mc Dermott - Costa	$500,000	NO	OCCURRENCE	$2,031	N/A	$3.20	UNKNOWN PD BY CHURCH	NO	YES	YES	NONE	(1)
CSU Humboldt	54/58	1. CSU Humboldt 2. CSU Humboldt	NONE (Covered by State of CA)	N/R	N/R	N/R	N/R	N/R	2% TEMP. PAYROLL	N/A	N/R	N/R	YES	NONE	(1)

(1) Insufficient information
(2) Attached to questionaire
N/R - No Response
N/A - Not Applicable

DD-2

LOCATION	(A) LICENSE/ ENROLLED	(B) SITE OWNERSHIP #2)	(1) COMPANY/BROKER	(2) LIMITS	(3) P.I. ENDORSEMENT	(4) OCCURRENCE OR CLAIMS MADE BASIS?	(5) PREMIUM	(6) SUMMARY OR POLICY COPY	(7) WORKER'S COMP PER $100 OF PAYROLL	(8) COST OF FIRE AND HAZARD INSURANCE	(9) FACILITY INSPECTED	(10) ADDITIONAL INSURED ON EXISTING COVERAGE?	(11) AUTHOR. FORMS OBTAINED	(12) PRIOR CLAIMS	(13) LIAB RATE PER $100,000 FOR EACH LIC. STUDENT
CSU Long Beach	136/185	1. On Campus - St. of CA 2. Off Campus - Unitarian Church of Long Beach	Scottsdale Pinnacle	$500,000 CSL	YES ABUSE INCLUDED	OCCURRENCE	$11,807	YES ATTACHED	$0.74	$2,818	YES	N/R	YES	NONE	$17.36
CSU San Bernardino	40/66	1. Campus & Dept. Econ. & Comunity Development	Scottsdale Morgan & Franz	$500,000 OCC $500,000 AGG REG.	YES	OCCURRENCE $100,000 EA $300,000 AGG	LIABILITY $2,369 ACCIDENT $185	YES ATTACHED	CLERICAL $0.74 COLLEGE $2.02	$900 PD BY CENTER	YES	N/A	YES	N/R	$6.39
CSU San Diego	85/122	1. SDSU Owns Land Assoc. Studnts Own Bldg & Equip 2. SDSU Owns Land & Bldg. Assoc. Studnts Own Equip	Scottsdale (GL Liability) Great American (UMB Liability)	$1,000,000 CSL $2,000,000 UMB	NO	OCCURRENCE	INCLU IN ASSOC.STUDNT PREM.	NO INCLUD IN ASSOC. STUDENT POLICY	$1.58	.65/100	NO	N/A (FACILITY OWNED BY ASSOC. STUDENTS)	YES	NONE	(1)
San Jose State	54/66	1. ST PAUL UNITD METHODIST CHURCH	Unknown Uren, Harrison, Kennedy	$500,000 EAOCC $500,000 AGG	NO	OCCURRENCE	$2,305	YES ATTACHED	CLERICAL $0.74 TEACHERS $2.02	FIRE $109 LIABILITY $2,191	NO	NO	YES	NONE	$4.27
San Luis Obispo (Preschool)		1. Cal Poly St Univ	Covered by State of CA (Psychol/Human Devel. Dept.)	N/A STATE	N/A STATE	N/A STATE	N/A STATE	NO	NO	COST UNK. STATE	NO	N/R	YES	N/R	(1)
San Luis Obispo (Children Center)		N/A	Continental Marsh - Mc Lennan	$1,000,000	YES	OCCURRENCE	$4,732	N/A	$0.01	COST UNK. ST. FACLITY	NO	N/A	YES	NONE	(1)
Sonoma State	50/57	1. Sonoma Studnt Union Corp.	Great American	$1,000,000 BI $ 200,000 PD	NO	OCCURRENCE	$2,590 PD BY CENTER	NO	$2.02	COST UNK. PROVIDED BY CHANLOR OFC.	YES	NONE	YES	NONE	$4.32
CSU Northridge	78/106	1. CSU Northridge													
Preschool Laboratory - Northridge		1. State of Calif.	Scottsdale Alexander & Alexander	$500,000 COMB	YES	OCCURRENCE	$7,609	NO	PRESCHL. LAB $2.42 CHILD. CTR. $2.02	$447.00	NO	N/R	UNCLEAR	N/R	$19.51

(1) Insufficient information
(2) Attached to questionaire
N/R - No Response
N/A - Not Applicable

TENTATIVE & PRELIMINARY
SUBJECT TO CHANGE

LOCATION	(A) LICENSE/ ENROLLED	(B) SITE OWNERSHIP #2)	(1) COMPANY/BROKER	(2) LIMITS	(3) P.I. ENDORSEMENT	(4) OCCURRENCE OR CLAIMS MADE BASIS?	(5) PREMIUM	(6) SUMMARY OR POLICY COPY	(7) WORKER'S COMP PER $100 OF PAYROLL	(8) COST OF FIRE AND HAZARD INSURANCE	(9) FACILITY INSPECTED	(10) ADDITIONAL INSURED ON EXISTING COVERAGE?	(11) AUTHOR. FORMS OBTAINED	(12) PRIOR CLAIMS	(13) LIAB RATE PER $100,000 FOR EACH LIC. STUDENT
Humbolt State University	40/40	1. CSU	Unknown Jardine Ins. Brokers	$2,000 ACC DEATH $10,000 ACC DISMB $10.000 ACC MEDEX.	NO	CLAIMS MADE	$2	NO		PD BY ST. OF CA	N/A	N/A	YES	NONE	(1)
San Francisco State Univ.	?/44	1. CSU	State of CA	No REs.	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	(1)
Children's Center CSU - San Francisco	44/70	1. Unov. Own Prop. Assoc. Studnts Own Bldg.	Scottsdale Wren, Harrison & Kennedy	$500,000 CSL	NO	OCCURRENCE	$3,911	YES ATTACHED	MINIMUM $0.61 PREMIUM $2,488.00	UIP PART OF MASTER POLICY	NO	N/A	YES	NONE	$17.77
Children's Lab Preschool CSU San Jose	N/A	1. CSU	State of CA	SELF INSURED	NO	N/A	N/A	N/R	$2.42	NONE	N/A	N/A	YES	NONE	(1)
CSULA - Los Angeles			Scottsdale Corroon Black Burnst Wilcox	$1,000,000 OCC $1,000,000 AGG	NO	OCCURRENCE	$6,900	YES ATTACHED	$2.02	$3,837	NO	N/A	YES	NONE	

(1) Insufficient information
(2) Attached to questionaire
N/R - No Response
N/A - Not Applicable

DD-3

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APPENDIX EE

CHILD CARE STUDY SITE VISIT INTERVIEW QUESTIONS

1. How would you evaluate the need for child care services among CSU students and employees?

2. To what extent do you think that the CSU should become involved in the provision of child care services to students?

3. One alternative that the Chancellor's Office has asked that we explore in this study is the feasibility of transferring the administration of the child care centers from auxiliary organizations to the CSU. In your opinion, what would be the advantages and disadvantages of such a move?

4. What administrative concerns would such a transfer raise?

5. Are there any cost implications to such a shift?

6. Do you think that shifting the administration of the child care centers to the CSU from the auxiliary organizations would increase or decrease the level of child care services to students?

7. How would you evaluate the feasibility of having the CSU contract to a third party for child care services, either on a system wide or individual campus basis?

8. How would you evaluate the feasibility of having the CSU subcontract with a network of family day care homes to provide child care services?

9. Are there any other ways in which the CSU should or could become involved in the provision of child care services to students or employees?

APPENDIX FF

CHILD CARE STUDY SURVEY OF ADMINISTRATIVE ISSUES

CHILD CARE STUDY
SURVEY OF ADMINISTRATIVE ISSUES

Campus: ______________________________

Person completing survey: ______________________________

Position: ______________________________

Telephone number: ______________________________

---

1. What is your perception of the need for child care services among CSU students and employees?

1	2	3	4	5
No need	Minimal Need	Moderate Need	Large Need	Great Need

2. How much of an involvement do you think that the CSU should have in the provision of child care services to students?

1	2	3	4	5
No Involvement	Minimal Involvement	Moderate Involvement	Large Involvement	Great Involvement

3. One alternative that the Chancellor's Office has asked that we explore in this study is the feasibility of transferring the administration of the child care centers from auxilliary organizations to the CSU. In your opinion, what would be the advantages and disadvantages of such a move?

Advantages:

[ ] More funding would be available for child care services

[ ] More consistency or stability in the delivery of services

[ ] More uniformity in the delivery of services systemwide

[ ] The CSU could obtain a single insurance policy which would cover all centers in the system at a lower cost than centers are currently incurring by obtaining insurance individually

☐ The CSU could provide additional types of resources (e.g., maintenance of facilities)

Other resources identified:

☐ No Advantage

☐ Other:

☐ Other:

☐ Other:

Disadvantages:

☐ Students would loose priority for child care services

☐ CSU is more bureacratic and the bureacracy would interfere with program improvements and make the program less responsive to student needs/concerns

☐ Students would loose control of child care centers, and the experiences gained from operating these centers

☐ No Disadvantage

☐ Other:

☐ Other:

☐ Other:

4. Would you favor or disfavor the transfer of the centers to the CSU?

☐ Favor ☐ Disfavor

Why?

5. Are there any cost implications to such a shift?

[ ] Potential to reduce insurance costs

[ ] Administrative costs would increase; How:____________________

[ ] More funds available

[ ] Other:____________________

[ ] Other:____________________

[ ] Other:____________________

7. Another alternative which has been suggested for child care services within the CSU is contracting to a third party for child care services, either on a system wide or individual campus basis. Would you favor or disfavor this alternative, and why?

[ ] Favor:
Why:____________________

[ ] Disfavor:

- [ ] A third party would not be as concerned with, or responsive to student parent needs/concerns
- [ ] Students and/or the CSU would lose control over child care policy and operations
- [ ] Campuses would lose access to the child care centers as laboratories for students in particular academic programs
- [ ] Student workers would lose jobs
- [ ] Quality of the program would decrease
- [ ] Students would lose experience of managing and operating a child care center
- [ ] Other:____________________

[ ] Other:____________________

8. Another alternative which has been suggested to either replace or augment existing child care services is to have the CSU subcontract with a network of family day care homes to provide child care services. Would you favor or disfavor this alternative and why?

☐ Favor:
Why: ______________________________

☐ Favor, but only as supplement to existing services:
Why: ______________________________

☐ Disfavor:
- ☐ Students want child care to be on the campus
- ☐ Students and/or the CSU would lose control over child care policy and operations
- ☐ Ensuring quality care would be difficult
- ☐ Campuses would lose access to the child care centers as laboratories for students in particular academic programs
- ☐ Student workers would lose jobs
- ☐ Quality of the program would decrease
- ☐ Students would lose experience of managing and operating a child care center
- ☐ Other: ______________________________

☐ Other: ______________________________

9. Are there any other ways in which you think the CSU should or could become involved in the provision of child care services to students or employees?

☐ Providing additional funding for child care services
☐ Contributing nonfinancial resources to child care operations;
What type? ______________________________

☐ Providing students with referrals for non-campus child care
☐ Establishing guidelines/standards for campus child care programs
☐ Other: ______________________________

☐ Other: ______________________________

Thank you for your help in completing this survey.

APPENDIX GG

FORMS OF CHILD CARE ASSISTANCE

Institutions have found a variety of ways to help faculty, staff and students. Selection is based on a blend of need with institutional resources and style. Assistance to working parents is given in four major ways: through flexible personnel policies, informational programs, financial assistance and direct services. Within each category several variations exist. The variations, strengths and weaknesses of each are discussed below.

The first section describes programs which can apply to both students and employees; the second applies to employees alone.

For Students and Employees

1. Informational Programs

Informational programs maximize the use of existing child care services. They can be offered at multiple locations, and can help define the total need for child care assistance. They have positive impact on morale and express administration's concern with work and family issues. They can often be integrated into existing programs without additional expense.

They do not, however, address the major child care problems of cost, supply, quality and convenience, and therefore have only moderate impact on problems students and employees face with school/work because of child care.

Referral Services assist parents in locating and selecting child care services. They can provide information about child care centers, homes, in-home caregivers and other arrangements. Some organizations provide an on-site referral counselor, some refer parents to outside publicly funded referral agencies and some contract for special services with these agencies, e.g., a "hotline", and quarterly utilization reports.

Parent Counseling and Education Programs provide information about parenting issues and community resources, and help parents deal with the stress of balancing work or study and family life. Parenting seminars can be held singly or in a series and address specific issues such as adolescent drug use, working effectively through pregnancy and after childbirth and use of community resources available to families. Students and young faculty find valuable support from sharing experiences, frustrations, and successes with other parents trying to balance their multiple responsibilities.

2. Financial Assistance Programs

The advantages of direct financial assistance are that it directly affects child care affordability, one of the major problems for faculty, students and staff who use child care. It is equitable - can be offered to employees or students with children of all ages. For employees, if given with-in a dependent care assistance plan, it can be used as well as for older family members. It requires minimal start-up cost.

However, financial assistance programs alone are ineffective where child care programs are in low supply or are of poor quality. For this reason financial assistance programs are often combined with efforts to increase and improve the supply of care.

Child Care Reimbursement. Direct financial assistance for a portion of the cost of child care. Reimbursements can be given to students as part of financial aid package or for employees as an employee benefit on a 1) sliding scale according to income, 2) a percentage of child care cost or 3) a flat rate.

Discounts to Child Care Programs. Students and employees receive discounted rates at child care programs with which the employer has an established arrangement. In general, discount arrangements are currently available only with child care chains (for example large for-profit companies). Unfortunately, most chains do not provide quality care; so such an arrangement with them is not often in the best interest of the institution. It is possible in most communities where the CSU campuses are located to make such an arrangement with individual child care centers (not part of the same umbrella organization) which are of better quality.

3. *Institutional Contributions*

The institution gives a financial or in-kind service contribution to community child care programs. The contributions may permit programs to expand, alter services (extend hours, add infant or school-age care) or improve quality.

With institutional contributions, the organization avoids direct involvement. This is an effective alternative when limited space does not permit the institution to provide care directly.

4. *Direct Services*

Direct Services can address all the major child care problems of cost, supply, quality and convenience of care. They are generally the most attractive to students and employees of all the forms of assistance. They have a strong positive affect on employee productivity, recruitment, absenteeism and turnover. They also act as a powerful public relations tool. They give the sponsoring organization the greatest control over the program, as they can be designed to meet specific needs.

However, they generally require substantial start up expense and ongoing operating support to maintain quality of program and affordability to parents. They also require facility space and have the most lengthy implementation process.

Child Care Center. A center can be sponsored on or near site, legally connected to the institution or separate, run from within the institution or by an outside firm.

Consortium Center. The center is initiated and/or supported by a group of employers and/or institutions for their own employees and students.

Family Day Care Home System. Small group care in the home of a child care provider. When a system is created, the homes are linked together and often have back-up providers and support services such as toy libraries and in-service training.

Summer Care. Programs for children, typically of school age, during the summer. They include recreational programs, workshops for a portion of the summer and summer camps.

Programs for Mildly Ill Children. Care is provided for children who cannot attend their regular child care arrangement due to illness. These programs include hospital-based infirmaries, in-home caregivers sent to the child's home and "get-well" rooms in child care centers and homes.

5. Multi-Faceted Child Care Programs

The following two pages describe an example of an educational institution which offers a number of different child care assistance programs. Yale University has six different child care programs, which serve children of the Yale community on a priority basis, informational and financial assistance programs and child rearing leaves of absence.

For Employees Only

1. Flexible Personnel Policies

Flexible personnel policies help working parents in a variety of ways. *Flexible scheduling* can reduce the amount of out-of-home care required, particularly for parents of school-age children who can arrange overlapping schedules. *Flexible leave policies* can allow parents to stay home with ill children and to handle emergencies such as the babysitter cancelations. *Work-at-home policies* can also reduce the need for out of home care, particularly for parents of very young infants and older school-age children.

Flexible Leave Policies include family leave time, which permits absence for the care of ill family members and other family emergencies, and parental leave (maternity and paternity leave).

The advantages of Flexible personnel policies are that they reduce the need for child care by someone other than parent, reduce turnover after childbirth and can be offered to and benefit all employees. Depending on type, these policies can incur relatively little cost. They do not address the major child care problems of employees who use child care, however, such as supply, cost, quality and convenience.

2. Financial Assistance in the Benefit Package

Child Care Reimbursement within a Flexible Benefit Plan. The child care reimbursement is one of the options within a menu of other benefit selections.

Flexible Spending Account with Salary Reduction. The employee converts part of his/her salary into benefit dollars and can pay for child care out of pre-tax dollars.

The employer does not pay FICA and unemployment tax on salary used for child care. The only cost to the institution of providing this assistance is administrative, and it has a direct impact on child care affordability.

This arrangement assists only middle and upper income parents, as it precludes use of the child care tax credit, which is more beneficial to lower-income employees and working students.

APPENDIX HH

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